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ABSTRACT

Some observations are offered about alternative assessment devices, performance assessments in particular. The act of conducting alternative assessment does not automatically ensure good assessment. Users must become knowledgeable consumers of published alternative assessment tools and developers of local and classroom assessments. Performance and other alternative assessments are a useful part of the assessment arsenal; they must be carefully integrated into large-scale assessments and the public must become educated consumers of the information offered by alternative assessment. Annotated bibliographies of 117 articles about alternative assessment gathered by the Test Center of the Northwest Regional Educational Laboratory are included in the following areas: (1) mathematics; (2) reading; and (3) portfolios. Charts summarize assessment instruments, anthologies, achievement tests in speaking and listening, and educational agencies interested in alternative assessment. Criteria for selecting and reviewing assessment tools in speaking and learning are also summarized in tabular form. (SLD)

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PERFORMANCE ASSESSMENT: WHAT'S OUT THERE AND HOW USEFUL IS IT REALLY?

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Introduction

The Test Center at NWREL, established as part of our OERI laboratory funding, is a lending library of assessment instruments and a source of technical assistance to educators in the Northwest. In support of our lending function, we make systematic collection efforts in several chosen topical areas each year. These result either in a "Consumer Guide" -- a description and review of the assessment tools available in the area -- or an annotated bibliography.

Test Center staff have made systematic collection efforts in the areas of assessment instruments for measuring higher-order thinking skills, school and classroom climate, self-concept, student motivation to learn, writing, speaking and listening, leadership, early childhood education, screening students into TAG programs, and alcohol/drug use surveys. Over the last two years we have also been gathering information on alternative assessment devices. Currently, we have in our collection over 75 titles in the area of using student portfolios for assessment, 25 titles relating to assessment alternatives in reading, and 15 titles about assessment alternatives in math.

Annotated bibliographies of these alternative assessment devices are continually being updated and are available upon request from the author. Other Consumer Guides and annotated bibliographies are available from NWREL and ERIC.

All the instruments and articles in the Test Center, including the large collection of assessment alternatives, are available for inspection to educators in the Northwest on three week loan, through the mail. This is an inspection service only; once a person has decided on an assessment tool, he or she is instructed to contact the author or publisher. This has been a free service, supported in the past by OERI, and soon to be supported in other ways. Last year we circulated over 2000 titles to over 500 individuals.

In addition to the lending library and Consumer Guide functions, Test Center staff provide technical assistance in assessment to an additional 200 callers a year. This assistance ranges from help with converting scores on norm-referenced tests, to helping people find sources of item banks, to more recent keen interest in assessment alternatives.

Based on the review of a large number of assessment instruments, the systematic effort to track down assessment instruments in a number of topical areas, and discussions with a large number of end users of assessment tools, I would like to offer the following observations about alternative assessment devices in general and performance assessments in particular.

Paper presented at the annual meeting of the American Educational Research Association, Chicago, 1991.

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Misconceptions About Performance and Other Alternative Assessments

The message is not getting out clearly enough to test users that just doing "alternative assessment" does not automatically imply doing "good" assessment. Good assessment requires that we have a clear conception of the target we are trying to measure, we have a clear purpose for the assessment, we have chosen the assessment technique that best matches the target and the purpose, and that we have minimized factors that could lead to a misinterpretation of results (Stiggins, 1990).

Common misconceptions in the field are that (1) doing performance (and other alternative) assessments will automatically result in better assessment; (2) anything qualifies as an alternative assessment; (3) all structured format tests are bad and only alternative assessment devices should be used; and (4) using alternative assessments will automatically solve all of our assessment problems. Here are some examples that demonstrate the existence of these misconceptions:

1. I was asked to comment on a Guidebook that was being developed to accompany a large-scale video conference on assessment to support restructuring. The original draft contained comments like: "A subgroup of performance-based assessments are called exhibits or exhibitions. Exhibitions are authentic and engaging 'tests' of students' intellectual ability, where students have opportunities to "show off" what they know, and the control they have over a topic. Students must approximate an expert's ability to make informed judgments and to use knowledge effectively...;" and "Multidimensional assessments enable second language users and students with special needs to look at more naturalistic sources of information. They increase special need students' incentive to learn, to take risks, and to overcome their own weaknesses..."

   The feeling in the original draft was that doing performance assessments would automatically ensure that all the wonderful things listed in the above statements would come true. There were no cautionary notes, and there was no seeming realization that these things would only come true if the assessments are done **well**. (In all fairness, the sponsoring organization was also uncomfortable with the first draft and sent it out to a number of reviewers. The final draft is somewhat different.)

2. Anything seems to qualify as an "alternative assessment." For example, NcREL (1990) includes many examples of new assessment strategies. A number are of this type: "At the end of a unit, students write a paper for another class of students (younger, older, or the same age) explaining the concept. Example: Sixth graders write a book for fourth graders explaining the cycle of a star." (p.16)

   Why is this assessment? To qualify as assessment, criteria or a method for evaluating the final product are needed. How does the teacher know if the students did an adequate job of writing this book if there are no criteria? How do the students know how effective they were and what might be done differently next time? How can the product be critiqued?

   This example also illustrates the misconception that "alternative" assessment automatically implies better assessment, and that alternatives will solve all our assessment problems. But, how do we know that this task really elicits what the student knows and can do? How does the ability to write affect the student's ability to show understanding?

3. A lot of the portfolio literature also seems to reflect the misconception that "alternative" assessment is automatically better. Many papers that describe portfolios systems do not include criteria for assessing either the individual entries in the portfolio or the portfolio as a whole. Additionally, although many portfolio systems require student self-reflection on their own work, there are few examples of criteria to evaluate these metacognitions.

There are, of course, some notable exceptions, such as Vermont (1989 & 1990), Mumme (1990), and Juneau (1989). There are also many such rubrics for assessing writing samples. However, those using writing portfolios in instruction seem loathe to use them -- as if the process of evaluating a student performance diminishes its worth. (The problem might be that teachers think of evaluation as reducing a complex student performance to a simple number, when actually, having criteria means having an agreed upon and systematic basis for knowing what to value in a performance.)

The Reality of Performance and Other "Alternative" Assessment Approaches

Performance and other alternative assessments certainly have a place in our assessment tool kit. They clearly have the potential to assess many types of things that are difficult to measure in fixed response tests. The issue is not so much whether to use them, but to help users to realize that they have to be good consumers of published tools, and knowledgeable developers of local and classroom assessments.

In actuality, if not done well and interpreted properly, performance and other alternative assessment devices can mislead as much, if not more, than the results of "traditional" (i.e., fixed choice) tests. As has been pointed out elsewhere (Rothman, 1990; Valencia, 1989), performance assessments are based on a small number of tasks (and therefore may not be a representative sample of what a student can do), and can be subject to the individual biases of those rating the performance. Additionally, the criteria used to assess performance may not reflect the most relevant or useful dimensions of a task, the tasks that a student is asked to do can make one wonder what it is that is "authentic" about performance assessment, and there may be things in the performance assessment that makes a student unable to really demonstrate what they know or can do (Arter, 1989). Users may not understand these limitations and may, as a result, both misinterpret the results of, and design poor performance assessments.

For example, in the Oregon writing assessment five different modes of writing are being assessed: personal narrative, descriptive, imaginative, persuasive, and expository. Prompts that invite these types of writing are randomly distributed in classrooms so that all modes are addressed in each classroom. However, any given student writes only one essay. A major effort is underway to inform users of the assessment results that one cannot make inferences about individual students' ability to write based on this one sample. Although this makes sense to people when it is pointed out, they seem to be almost universally surprised and disappointed that this performance assessment has such a limitation. There is certainly the potential for overgeneralizing the results.

Another example of a performance assessment that could mislead users is portions of the *The English Language Skills Profile* (Hutchinson and Pollitt, 1987). One part of this assessment device is a structured discussion. The students are given an emergency scenario and are given 15 minutes to decide in a group what they are going to do. The discussion is tape-recorded and the students analyze the tape to assess the contributions of individuals to the discussion. The students categorize individual comments using a scheme that includes such things as managing the discussion, introducing new ideas, clarifying or summarizing ideas, seeking clarification, etc.

The questions that arise with respect to this activity is the extent to which we elicit "real" student abilities. In other words, is this an authentic (valid) assessment? Does the task really reflect something we have to do in daily life? Would students be motivated in the same way to perform on this task as they would during a real situation in their lives? Are the behaviors elicited from students representative of their ability to discuss? What about discussions in larger or smaller groups? Or, discussions with adults instead of peers?

Additionally, the discussion task requires a certain amount of reading on the part of the student. This is an example of how extraneous performance requirements might affect student performance on the dimension of interest. Do we have any information about how the ability to read or role play might affect performance in the discussion?

A third example of how designing or using alternative assessment devices without thinking through the implications of their use comes from the area of oral communication. Most of the assessment devices on the market purport to measure ability to communicate. However in actuality, the measures systematically leave out a large number of the communication contexts that would be necessary to include if we would truly like to be able to infer, in general, how well a student communicates (Arter, 1989). For example, consider speaking assessments. Most speaking assessments focus on rating a speech that a student gives. Is this really a good measure of how well a student communicates orally in general? What about interactive communication in which speakers and listeners take turns? Or, communication with different types of groups (peers, teachers, parents, younger children, etc.) requiring different levels of formality? All communication occurs in a context. If we don't systematically sample from the contexts in our assessment (and instruction), we don't really get a true picture of performance.

A fourth example of how users need to be careful with respect to alternative assessments comes from the area of portfolios. I am currently working with a school district to develop a composite health portfolio to demonstrate how much students are learning, and the degree to which health instruction is integrated with other subjects. (A composite portfolio is one which contains more than one student's work.) The teachers wanted to gather real work samples to show what students have learned, and wanted to gather examples of instructional units to show how teachers teach health. After discussing the types of displays that could be collected, the committee began gathering. After sharing what was gathered during the first round, it became abundantly clear that what we had was "the best of the best"; we could not answer two fundamental questions: Do all students learn this much? and Do all teachers do this? The question of the adequacy with which the content of the portfolio adequate represents what it is we want to show, is of central importance (Valencia, 1989).

A final example is the *Informal Writing Inventory* (1986), which "provides structure for evaluating writing samples" to determine the "presence, degree, and, to a limited extent, the cause of writing disability." Compositions, elicited by means of 14 picture cards, are scored by comparing the number of technical errors (spelling, grammar, capitalization, incomplete sentences, etc.) to the number of errors that disrupt communication. Is this really the best measure of writing ability? This assessment does have criteria to judge performances, but does it have *the right* criteria?

I chose this final example because it is so extreme. But what about more subtle examples of criteria that might be inadequate? Like holistic scores on writing assessments? What about the relevance and quality of criteria that arise from different theoretical models? Or those that are developed by individuals that might not have an expert grasp of a subject area and direct experience with students?

Implications

We need to provide more assistance to users to ensure that performance and other alternative assessments are used well and developed properly. This is as important for using the results of large-scale assessment as it is for classroom use of a published instrument, or even for daily informal classroom assessment.

Most alternative assessment approaches have their greatest potential use in the classroom as a integral part of instruction. If teachers do not understand how they can be mislead by poorly conceived tasks and fuzzy criteria, and how extraneous performance requirements can affect student performance, then their daily ability to make judgments about student needs and progress will be inadequate.

Additionally, there is the danger that if we allow users to rush into use of alternative assessments without thinking through their assessment needs, how alternatives fit into these needs, and what potential problems they might encounter, they could very likely be confused and disappointed when the alternative assessment does not fulfill their expectations of "fixing" all assessment problems. We want to avoid having people rush headlong into alternatives only to have them later rejected because they don't work.

Performance and other alternative assessment approaches are too useful a part of our assessment arsenal to allow this to happen. We need to be cautious about how we integrate them into large-scale assessment. We especially need to give proper guidance (and additional undergraduate training) to teachers and school administrators concerning what good assessment is, and how and when various types of assessment approaches are best to use. And, we need to educate the public about alternative ways of knowing, so that they can be good consumers of assessment information.

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Vermont State Department of Education (1990). Vermont mathematics portfolio, Montpelier, VT 05602.

Math Assessment Alternatives
February 1, 1991

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The following articles represent what Test Center staff have found so far regarding assessment alternatives in mathematics. Presence on the list does not necessarily imply endorsement. Many of the entries are informal assessments, and are intended mainly for the classroom. For more information contact Judy Arter or Ann Davis at 503-275-9562, Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204.

Arizona Student Assessment Plan, 1990, Donna Campbell, 2102 W. Indian School Rd., Phoenix, AZ 95015, 602-264-1774. (TC#060.3ARISTA)

The Arizona Assessment Program has several parts: a short standardized achievement test, non-test indicators, and performance assessments in reading, math and writing. The performance tests are designed to measure the state's Essential Skills. The math portion presents an extended problem solving situation that requires short answers, extended answers, and explanations of answers. Each extended exercise has its own specific set of scoring procedures that involve assigning a point value if various things are present in the response.

California State Department of Education, A Question of Thinking, 1989, 721 Capitol Mall, P.O. Box 944272, Sacramento, CA 94244-2720, 916-445-1260. (TC#500.3AQUESO)

This report describes the results of 12th grade student performance on open-ended math problems. This assessment was part of the California Assessment Program (CAP). The open-ended problems were scored using rubrics developed for each problem. These rubrics are described, and "anchor" papers for the six scale values for each rubric are provided. Although there is a separate rubric for each problem, they are all intended to reflect the following dimensions of problem solving: understanding of mathematics, use of mathematical knowledge, and ability to communicate about mathematics.

Charles, R., Evaluating Progress in Problem Solving, The California Mathematics Council, Communicator, 14 (2), December 1989, pp. 4-6. (TC#500.3EVAPRI)

This articles presents a rationale for analyzing student open-ended problem solving in a systematic fashion. One sample analytical scoring rubric is presented. The traits are: understanding the problem, planning a solution, and getting the answer. The author also proposes some other questions to ask as one looks at student problem solving attempts: Did the student seem to understand the problem? Were the approaches used to solve the problem feasible for finding a solution? Does the answer make sense in terms of the question to be answered?

Department of Education & Science, Great Britain, Mathematical Development, Secondary Survey Report #1, Assessment of Performance Unit, 1980. (As reported in Grant Wiggins CLASS training materials, 1990. Contact author for information.)

The scoring/recording system for open-ended math problems uses a scale that reflects the amount and type of prompting required in order to elicit a correct response from the student.

EQUALS, Assessment Alternatives in Mathematics, Lawrence Hall of Science, University of California, Berkeley, California 94720, 1989, 415-642-1823. (TC#500.6ASSALI)

This document provides an overview of some possible assessment methods in mathematics that cover both process and products. Specific examples are provided for writing in mathematics, mathematical investigations, open-ended questions, performance assessment, observations, interviews, and student self-assessment. Any of the student generated material coud be self-selected for a portfolio of work. The document also includes a discussion of assessment issues and a list of probing questions teachers can use during instruction.

Grobe, R.P., Cline, K., and Rybolt, J. Curriculum Based Assessment For Math: A Summary of 1990 Field-Test Results, Mt. Diablo Unified School District, 1936 Carlotta Dr., Concord, CA 94519. (TC#500.3MTDIAC)

The pilot project in Mt. Diablo school district entailed scoring open-ended math problems holistically for grades 3, 5 and 8. The holistic scale (0-4) defines an exemplary response as -- systematic or elegant, organized recording system, complete and accurate, and clear and thorough explanation. One problem along with sample student responses is also presented for each grade level. A rationale for using open-ended problems is also provided.

Lester, F.K. An Assessment Model for Mathematical Problem Solving, Teaching Thinking and Problem Solving, 10, 1988, pp. 4-7, Lawrence Erlbaum Associates, Inc., Journal Subscription Department, 365 Broadway, Hillsdale, NJ 07642. (TC#500.3ANASSM)

This article presents a model for assessing both the problem solving performance of students and assessing the task demands of the problem to be solved. The dimensions of problem solving (which could be used as a scoring rubric) are: understanding/formulating the question in a problem; understanding the conditions and variables in the problem; selecting the data needed to solve the problem; formulating subgoals and selecting appropriate solution strategies to pursue; implementing the solution strategy and attaining subgoals; providing an answer in terms of the data in the problem; and evaluating the reasonableness of an answer. The article describes these in some detail.

The problem features that can affect a student's success in solving a problem are: they type of problem; the strategies needed to solve it; the mathematical content/types of numbers used; and the sources from which data need to be obtained to solve the problem.

Math Learning Center, Recommendations For Assessment, Visual Mathematics, 1989. (Full reference not available. TC#500.3RECFOA)

This document is part of a longer monograph. Unfortunately, the longer source was not noted in the version we obtained. The exerpt briefly discusses using writing activities, checklists, quizzes, interviews, and self-evaluation to assess mathematics. The appendices contain a list of writing activities, journal exercises and starters, a checklist covering important dispositions, interview suggestions, and self-evaluation activities.

Meltzer, L.J. Surveys of Problem-Solving & Educational Skills, Educator's Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02138, 1987. (TC#010.3SUROFP)

Although this is a individual test published primarily for diagnosing learning disabilities for students aged 9-14, it has some interesting ideas that could be more generally applied. There are two parts to the test -- a more-or-less standard individualized aptitude test, and a series of achievement subtests. The math subtest involves a fairly standard test of computation. However, the word

problem subtest requires the teacher to score each problem on choice of correct operations, ability to complete the word problem, efficiency of mental computation, self-monitoring, self-correcting, attention to operational signs, and attention to detail.

Another interesting part of this test is that after each subtest is administered, the teacher is guided through an analysis of the student's strategies in completing the task -- efficiency of approaching tasks, flexibility in applying strategies, style of approaching tasks, attention to the task, and responsiveness during assessment. In the aptitude portion of the test, the teacher also assesses the student's ability to explain their own strategies.

A review in The Reading Teacher, November 1989, concluded that, since there is little evidence of validity presented by the author, the test should be used informally, for classroom assessment. The reviewer also states: "The SPES, rather than attempting to measure underlying cognitive abilities, instead appear to emphasize underlying strategy awareness and use. This orientation appears to reflect the important recent developments in educational thinking emphasizing the child as a problem solver who uses intentionally-selected strategies to improve understanding and learning" (p.176)

Munne, J., Portfolio Assessment in Mathematics, California Mathematics Project, University of California, 300 Lakeside Drive, 18th Floor, Oakland, CA 94612-3550, 1990. (TC#500.6PORASI)

This booklet describes what mathematical portfolios are, what might go into such portfolios, how items should be selected, the role of student self-reflection, and what might be looked for in a portfolio. Lots of student samples are provided. Criteria for evaluating portfolios include: evidence of mathematical thinking, quality of activities and investigation, and variety of approaches and investigations.

Oregon Dimensions of Problem Solving, Mike Dalton, Oregon Department of Education, 700 Pringle Parkway S.E., Salem, OR 97310, 503-378-4974. (TC#500.3OREDIO)

The Oregon State Department of Education is currently sponsoring a consortium effort to develop an analytical trait scoring system for open-ended math problems. Two versions of the rubric are included; the second version is a modification of the first based on a pilot test. The team is currently trying out the second version on multiple problems across multiple grades. The traits are:

1. Conceptual understanding of the problem
2. Procedural knowledge
3. Problem solving skills and strategies
4. Communication

The current version includes a scoring guide for each trait. The ultimate goal is to develop a package that also includes anchor performances, although these are not yet included.

Schoenfeld, A.H. Teaching Mathematical Thinking and Problem Solving, in Toward The Thinking Curriculum: Current Cognitive Research, L.B. Resnick & L.E. Klopfer (Eds), Association for Supervision and Curriculum Development, 1989. (TC#500.5TOWTET)

Although this article is more about defining what mathematical problem solving is than about assessment, it presents an interesting visual way to represent how students spend their time when solving a problem; it also compares such a plot for good problem solvers to a plot for an inefficient problem solver.

Essentially, this procedure involves tracking the sequence in which students use different steps in the problem solving process (reading the problem, analyzing the problem, exploring a solution strategy, planning, implementing a strategy, and verifiying the results) and the amount of time spent on each. Good problem solvers spend a lot of time analyzing and planning, with many self-checks on "how it is going." Poor problem solvers tend to fixate on a possible line of attack and pursue it relentlessly even when it is clearly not going well. Additionally, there are very few stops to self-check on how it is going.

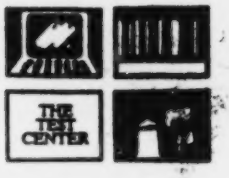
Vermont Mathematics Portfolios, Vermont State Department of Education, Montpelier, Vermont 05602, 1990. (TC#500.3VERMAP)

This document describes the portfolio pilot currently being conducted by the state of Vermont. Criteria for evaluating portfolio entries include: defines the problem, applies strategies logically, verifies results, interprets results, makes connections between equivalent representations of mathematical concepts, shows facility with mathematical notation, communicates mathematical thinking, and communicates mathematical disposition. Entries are also analyzed for dispositions -- motivation, curiosity, perseverance, risk taking, flexibility, and self confidence.

A sample of portfolios are examined for evidence of student growth, emphasis on concept development, development of group problem solving skills, integration of mathematics into other curriculum areas, application of math to real-world experiences, and making math connections.

Wells, B.G., Journal Writing in the Mathematics Classroom, Communicator, September 1990, 15(1), pp. 30-31. This is the journal of the California Mathematics Council, Ruth Hadley, 1414 South Wallis, Santa Maria, CA 93454, 805-925-0774. (TC#500.3JOUWRI)

This brief articles describes one method that a teacher uses to elicit thinking on the part of high school math students. The teacher puts a short phrase on the board at the beginning of each class period and students write what they know about that phrase as the teacher takes attendance. Sample "prompts" and student responses are included. Although no criteria for evaluating responses is included, this article is added here because it represents an attempt to do writing in math, and because some of the prompts are designed to elicit metacognition, e.g., "What three problems on the final should have been eliminated and why?" or "What mathematical fact, concept, skill or insight that you learned in this class this year are you most likely to remember and why?"



READING ASSESSMENT ALTERNATIVES
JANUARY, 1991

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The following articles represent what Test Center staff have found so far regarding assessment alternatives in reading. Presence on the list does not necessarily imply endorsement. Many of the entries are informal assessments, and are intended mainly for the classroom. For more information contact Judy Arter or Ann Davis at 503-275-9500, Northwest Regional Educational Laboratory, 101 S.W. Main, Suite 500, Portland, Oregon 97204.

Arizona Student Assessment Plan, Donna Campbell, 2102 W. Indian School Rd., Phoenix, AZ 95015, 602-264-1774, 1990. (TC#060.3ARISTA)

The Arizona Assessment Program has several parts: a short standardized achievement test, non-test indicators, and performance assessments in reading, math and writing. The performance tests are designed to measure the state's Essential Skills. The reading portion uses a single extended passage for each test. The students begin with a prereading activity such as thinking about the historical context of a selection. Then they read the selection and answer a series of questions: multiple-choice, short-answer, and writing paragraphs analyzing the work.

Each extended exercise has its own specific of scoring criteria that involve assigning point values depending on whether various features are present in the response.

Assessing Reading In Illinois, Illinois State Board of Education, 100 North First Street, Springfield, Illinois 62777-0001, 1989. (TC#440.3ILLGOA)

This set of documents describes the innovative Illinois state reading assessment. Important aspects of the assessment include:

1. Use of whole selections.
2. Questions about prior student topic familiarity.
3. Questions about the reading strategies students use.
4. Questions about students' literacy experiences.

Bailey, J., et al: Problem Solving Our Way to Alternative Evaluation Procedures, Language Arts, 65, April 1988, pp. 364-373. (TC#400.3PROSOO)

This article describes several teacher-developed skills checklists in reading and writing.

Barrs, M., Ellis, S., Hester, H., and Thonas, A. The Primary Language Record Handbook for Teachers, Centre for Language in Primary Education, Webber Row, London SE1 8QW. Also available from Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801, 1988. (TC#070.3PRILAR)

The Primary Language Record (PLR) has the following features:

1. It collects performance samples from students at several points in time. Both information to collect and the time frame are specified.

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2. It promotes integration of literacy and language across the curriculum.

3. It involves parents and students in discussions of the student as a language user.

4. It is an informal assessment designed for use in the classroom.

Part A of the PLR should be completed at the beginning of the school year and sections for student demographics and notes concerning discussions with parents and students. The manual provides suggestions for discussion topics.

Part B of the PLR is completed during the second semester of the school year. It has sections for making open-ended notes about the student's talking/listening, reading and writing. There is a supplemental "Observations and Samples" sheet that the teacher can use throughout the school year to record information that might be useful for completing Part B. This is essentially a teacher-generated portfolio for each student that contains observations of speaking, listening, reading and writing; and samples of student reading and writing. There are suggestions for how to organize and store this information as well as what to record and how to use the information in instruction.

Part C is completed at the end of the school year and has space for comments by the student's parents, notes on a student conference, and information for next year's teacher.

Carver, R.P. Rauding Efficiency Level Test, Revrac Publications, Inc., 207 W. 116th St., Kansas City, MO 64114, 1987. (TC#440.3RAUEFL)

The Rauding Efficiency Level Test (RELT) is an individually administered reading test that determines the most difficult material that an individual can comprehend while reading at a rate that is appropriate for the difficulty level of the materials. Comprehension is defined as understanding at least 75% of the sentences in the passage.

Clark, C.H. Assessing Free Recall, The Reading Teacher, 35, January 1982, pp. 434-439. (TC#440.3ASSFRR)

This document describes a procedure for assessing how much of a passage a student remembers and the relative importance of what is remembered. The teacher breaks a passage into pausal units and assigns an importance number to each unit. After the student reads the passage silently, he or she retells everything he or she remembers. The teacher indicates the sequence of recall on a worksheet and analyzes the amount recalled, the sequence of recall and the level of importance of the recalled material.

Degrees of Reading Power, Touchstone Applied Science Associates, Inc., Fields Lane, P.O. Box 382, Brewster, NY 10509, 914-277-4900, 1985. (TC#440.3DEGOFR)

The Degrees of Reading Power has passages of increasing reading difficulty in each of which seven words are missing. Students must select the word that best completes the meaning of each incomplete sentence. The rationale is that students must understand the extended context of the passage in order to select the correct words. This is not a vocabulary test. The test identifies the hardest prose that pupils can read with different levels of comprehension.

Fagan, W.T., Jensen, J.M., and Cooper, C.R. Measures for Research and Evaluation in the English Language Arts, Vol. 2, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, 1985. (TC#MEAREE2)

This book contains a number of scoring guides for assessing various targets in reading, literature, writing and oral communication.

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Farr, R. and Carey, R.F. Reading -- What Can Be Measured? International Reading Association, 800 Barksdale Rd., Newark, DE 19714, 1986. (TC#440.6REAWHC)

This book is an anthology of articles concerning issues surrounding the assessment of reading, guidelines for the improved use of reading tests, trends in assessing reading, and various ways to assess reading comprehension, word recognition, vocabulary, study skills, and reading rate.

This book is more a review of issues and procedures than detailed instruction in how to assess using a given approach.

Flood, J. and Lapp, D. Reporting Reading Progress: A Comparison Portfolio For Parents, The Reading Teacher, March 1989, pp. 508-514. (TC#400.3REPREP)

This article describes the content of a reading (and writing) portfolio for each student that can be used to show progress to parents.

Glaser, S.M., Searfoss, L.W., and Gentile, L.M. Reexamining Reading Diagnosis New Trends and Procedures, International Reading Association, Newark, Delaware 19714, 1988. (TC#440.6REARED)

This book is a compendium of articles covering a variety of topics. This reviewer found the following of most use: using student "think alouds" to analyze reading strategies and self-monitoring (p. 94); checklists for developmental stages in early reading and writing that can be used to analyze student progress (p. 48); informally monitoring student knowledge of text structures (p. 103); and a checklist for analyzing student retelling of stories (p. 139).

Johnson, M.S., Kress, R.A., and Pikulski, J.J. Informal Reading Inventories, Second Edition. International Reading Association, 800 Barksdale Road, Newark, Delaware 19714, 1987. (TC#440.6INFREI)

This book describes how to develop administer and score informal reading inventories. It does not review existing inventories.

Kletzien, S.B. and Bednar, M.R. Dynamic Assessment for At-Risk Readers, Journal of Reading, April 1990, pp. 528-533. (TC#DYNASF)

The Dynamic Assessment Procedure (DAP) involves the following components:

1. An initial assessment of reading ability.
2. Analysis of a student's reading processes and strategies.
3. Presentation of a learning minilesson for one area in which the student needs assistance.
4. Analysis of the student's ability to benefit from the minilesson.

Meltzer, L.J. Surveys of Problem-Solving & Educational Skills, Educator's Publishing Service, Inc., 75 Moulton St., Cambridge, MA 02138, 1987. (TC#010.3SUROFP)

Although this is a test published primarily for diagnosing learning disabilities for students aged 9-14, it has some interesting ideas that could be more generally applied. There are two parts to the test -- a more-or-less standard individualized aptitude test, and a series of achievement subtests. In addition to decoding skills, vocabulary knowledge, and the ability to separate words in a paragraph that has no word spacing, the reading subtest also requires an oral retelling of a story

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and oral responses to comprehension questions. The oral retelling is scored on order of recall, amount of recall, and the recall of important ideas in the passage.

The most interesting part of this test, however, is that after each subtest is administered, the teacher is guided through an analysis of the student's strategies in completing the task -- efficiency of approaching tasks, flexibility in applying strategies, style of approaching tasks, attention to the task, and responsiveness during assessment. In the aptitude portion of the test, the teacher also assesses the student's ability to explain their own strategies.

A review in The Reading Teacher, November 1989, concluded that, since there is little evidence of validity presented by the author, the test should be used informally, for classroom assessment. The reviewer also states: "The SPES, rather than attempting to measure underlying cognitive abilities, instead appear to emphasize underlying strategy awareness and use. This orientation appears to reflect the important recent developments in educational thinking emphasizing the child as a problem solver who uses intentionally-selected strategies to improve understanding and learning" (p.176)

Paratore, J.R., and Indrisano, R. Intervention Assessment of Reading Comprehension, The Reading Teacher, April 1987, pp. 778-783. (TC#440.3INTASO)

This article describes an assessment procedure designed to both assess a student's present performance and to discover the facility with which a student can be taught. The procedure examines the student's ability to employ reading strategies (such as using background knowledge to predict passage content and using knowledge of passage structure to aid comprehension) both independently, and with modeling, if needed.

Phillips-Riggs, L. Categories of Inferencing Strategies (1981), In Measures for Research and Evaluation in the English Language Arts Vol. 2, W.T. Fagan, J.M. Jensen, and C.R. Cooper (Eds.), NCTE, 1111 Kenyon Rd., Urbana IL 61801, 1985. Also ERIC ED 236 667. (TC#440.3CATOFI)

This procedure requires students to read up to a certain point where an inference is required. (This point is determined by the examiner.) The student is then asked to tell what is happening and what may happen next. Responses are analyzed in terms of the strategies used. The ten strategies suggested by the author include: analyzing alternatives, confirming an immediate prior interpretation, shifting focus, and assigning an alternative case.

Pikulski, J.J. Informal Reading Inventories, The Reading Teacher, March 1990, pp. 514-516. (TC#440.1INFREI)

This article descccribes the latest editions of four popular informal reading inventories: Analytic Reading Inventory (ARI--1989), Basic Reading Inventory (BRI--1988), Classroom Reading Inventory (CRI--1989), and Informal Reading Inventory (IRI-BR--1989). The author feels that the IRI-BR and the ARI have the greatest breadth of assessment materials; that the ARI would be the inventory of choice for an examiner who wants to assess science and social studies; the CRI would be good for disabled readers; and the IRI-BR is best for assessing reading beyond grade nine difficulty.

Pumphrey, P.D. Reading: Tests and Assessment Techniques, Second Edition, Hodder and Stoughton Ltd., Mill Road, Dunton Green, Sevenoaks, Kent, England, 1985. (TC#440.1REATEA)

This book is mainly a bibliography of current reading tests -- readiness, achievement, diagnostic, and attitudes. However, there is an interesting section on informal reading inventories and miscue analysis.

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Rea, D.W. and Thompson, D.K. Designing Transformative Tests for Secondary Literature Students, Journal of Reading, 34(1), 1990, pp. 6-11. (TC#440.6DESTRF)

The authors maintain that current tests of reading comprehension do not correspond to current theories concerning how meaning is constructed from text. They propose designing open-ended questions for students that are based on entire reading selections rather than short passages. These open-ended questions represent three levels of comprehension: literal, interpretive and applied. Examples of such questions are provided for three reading selections. Some criteria for evaluating the responses of students is also included. For example, students' responses to a persuasive question could be evaluated for plausibility, relevance, clarity, organization, and detail of the supporting material. Criteria are, however, not defined in detail.

Schmitt, M.C. A Questionnaire to Measure Children's Awareness of Strategic Reading Processes, The Reading Teacher, March, 1990, pp. 454-461. (TC#440.3METSTI)

This article describes a 25-item survey/test which asks students about their knowledge of reading strategies.

Thistlethwaite, L.L. Critical Reading For At-Risk Students, Journal of Reading, May 1990, pp. 586-593)

This article is primarily about strategies for teaching critical reading skills to at-risk students. (The same procedures could be used for any population.) It is included here because it presents several checklists of criteria for assessing the believability of information. These could also be used for self-reflection or for feedback to peers.

Valencia, S., Pearson, P., Peters, C., and Wixson, K. Theory and Practice in Statewide Reading Assessment: Closing the Gap, Educational Leadership, April 1989. (TC#440.6THEANP)

The authors report on two state assessments in reading that they feel is more reflective of current research on reading than the assessment approaches of most current standardized achievement tests. They report that the current view of reading suggests that:

- Prior knowledge is an important determinant of reading comprehension.
- Naturally occurring texts have topical and structural integrity.
- Inferential and critical reading are essential for constructing meaning.
- Reading requires the orchestration of many reading skills.
- Skilled readers apply metacognitive strategies to monitor and comprehend a variety of texts for a variety of purposes.
- Positive habits and attitudes affect reading achievement and are important goals of reading instruction.
- Skilled readers are fluent.

The authors feel that current standardized achievement tests do not reflect this body of knowledge while the two state assessments make an attempt to address these issues. Each has four parts: a primary test component using a full-length selection that measures constructing meaning; a

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section to assess topic familiarity; questions about metacognition and strategies; and a section on reading attitudes, habits and self-perceptions. A taxonomy of skills/dispositions in these areas is presented. However, the tests are still in structured format: multiple-choice, etc.

Valencia, S., McGinley, W., and Pearson, P.D. Assessing Reading and Writing: Building A More Complete Picture, in G. Duffey (ed.), Reading in the Middle School, Newark, DE: International Reading Association, 800 Barksdale Road, Newark, Delaware, 1989. (TC#400.3ASSREA)

This paper emphasizes the importance of collecting a large number of samples of student performance that represent a wide range of contexts. It describes the dimensions along which tasks differ, so that the teacher can be sure and obtain a good sampling of performance.

Wade, S.E. Using Think Alouds To Assess Comprehension, The Reading Teacher, March 1990, pp. 442-451. (TC#440.3REACOA)

This article describes an informal assessment process for assessing comprehension. It covers how to prepare the text, how to administer the think aloud procedure, and what to look for in student responses.

White, J., Taxonomy of Reading Behaviors (1980),In Measures for Research and Evaluation in the English Language Arts Vol. 2, W.T. Fagan, J.M. Jensen, and C.R. Cooper (Eds.), NCTE, 1111 Kenyon Rd., Urbana IL 61801, 1985. (TC#440.3TAXOFR)

The author presents a classification system for analyzing the verbal responses of students after reading a short passage. The classifications include paraphrasing, statements of trouble understanding what was read, statements that indicate what reading strategies the student was using, off-task statements, etc.

Wixson, K.K., Bosky A.B., Yochum, M.N., and Alvermann, D.E. An Interview For Assessing Students' Perceptions of Classroom Reading Tasks, The Reading Teacher, January 1984, pp. 347-353. (TC#440.3ANINTF)

The Reading Comprehension Interview (RCI) has 15 open-ended questions that explore:

1. The students perception of the goal/purpose of reading activities.
2. The student's understanding of different reading task requirements.
3. The strategies which the reader reports using when engaging in various reading tasks.

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Portfolio Bibliography

January 31, 1991

Northwest Regional
Educational Laboratory
101 S.W. Main Street, Suite 500
Portland, Oregon 97204
503/275-9500
800/547-6339 (Outside Oregon)

The following articles were obtained from a number of sources including consortium efforts by the Northwest Evaluation Association (Allan Olson, 503-624-1951) and the state of Alaska (Bob Silverman, 907-465-2865).

Articles are available for three-week loan to educators in the Northwest from the Test Center at Northwest Regional Educational Laboratory (Judy Arter or Ann Davis, 503-275-9500). We will attempt to serve those outside our region as resources permit.

Articles cataloged as of 12/30/89

The Role Of Revision In The Writing Process, c/o Linda Lewis, Fort Worth Independent School District, 3210 W. Lancaster, Ft. Worth, Texas 76107, 1989. (TC#470.6ROLOFR)

This is a draft document providing information on using portfolios in writing instruction and assessment: rationale, types, content, student self-reflection, teacher documentation of student progress, and goals for grades K-5. Included are samples of students' written self-reflections, samples of teacher analysis of student progress and skills checklists for grades K-5.

Portfolio Assessment, Kathleen Jongsma, Reading Teacher, Dec., 1989; also, Northside Schools, 204 Prinz St., San Antonio, TX 78213. (TC#400.6PORASS)

This article contains brief statements from three different individuals about the importance and use of portfolios for providing a more complete picture of student progress and ability. Two statements describe integrated language arts portfolios containing a number of different types of indicators. The other describes the use of classroom work samples to supplement a timed writing assessment. The article is descriptive; no actual instruments or materials are reproduced.

Juneau Integrated Language Arts Portfolio For Grade 1, Annie Calkins, Juneau School District, 10014 Crazy Horse Drive, Juneau, AK 99801, (907) 463-5015, 1989. (TC#400.3JUNINL)

This document includes both the first and second versions of the Juneau Grade 1 integrated language arts portfolio. The 1990-91 version includes:

1. Self-reflection -- A student dictated or written letter explaining why certain pieces were selected for the portfolio.
2. Four student-teacher selected reading samples.
3. Eight writing samples (four student-selected and four teacher-selected). A developmental scoring guide is included.
4. A reading attitude survey.
5. A speaking/listening checklist.
6. Teacher anecdotal observations.

7. At least one cassette tape of an oral description of something the student has read.

8. Developmental spelling lists.

9. Reading logs.

10. One drawing or illustration per quarter.

Each student receives an expandable folder which is set up in the following manner:

1. The inside front cover has a clip that holds the portfolio definition (the same as the NWEA definition), a listing of the items to be collected by each student, a timeline for collecting pieces, and a philosophy statement.

2. Next, there is a slip-pocket for reading samples with a clip on the front holding criteria for evaluating student development in reading and criteria for evaluating student attitudes toward reading.

3. Finally, there is a slip-pocket for writing samples with a clip on the front holding criteria for evaluating student development in writing and a writing record sheet.

Reporting Reading Progress: A Comparison Portfolio For Parents, James Flood and Diane Lapp, Reading Teacher, March 1989, 508-514. (TC#400.3REPREP)

The authors describe the content of a reading portfolio designed to show student progress to parents. They suggest the portfolio contain test scores (norm-referenced and criterion-referenced), informal assessments (IRIs), samples of student writing at the beginning and end of the school year, self-evaluations, and samples of the material students can read at the beginning and end of the school year. The article includes a three-question self-analysis of reading processes, but does not reproduce sample checklists or IRI's.

Portfolio Contents, Jill Marienberg, Hillsboro High School District, 3285 S.E. Rood Bridge Rd., Hillsboro, Oregon 97123, 503-648-8561, 1990. (TC#470.3PORCON)

This piece contains notes that outline a student portfolio in writing, used primarily for instructional purposes. Content includes a letter from the teacher that certifies the work as coming from the student, five self-selected writing samples of various types, and a cover letter from the student explaining why he or she selected these works. Several complete student portfolios (reproduced with the permission of the students) are included.

The Portfolio Approach To Assessing Student Writing: An Interim Report, Paul Curran, State University of New York at Brockport; also in Composition Chronicle, March, 1989. (TC#470.3PORAPT)

This article describes a portfolio model used to assess college student writing competence. It was patterned after that used at SUNY-Stony Brook. Students submit four essays -- three after revision and one extemporaneous. All essays are part of class work and are reviewed by the instructor before submission. Each essay has a cover sheet describing the writer's purpose, audience, sources and consultants. External readers assign a pass or fail. A dry run occurs at midterm to let students know how they are doing and to familiarize them with the process. The article also discusses issues, concerns and solutions. The document is descriptive and does not include actual student work or rating forms.

State University of New York, Stony Brook Portfolio Based Evaluation Program, Peter Elbow and Pat Belanoff, in New Methods in College Writing Programs, NY: MLA, 1986. (TC#470.3STAUNO)

These two articles describe the use of writing portfolios to assess student competence at the SUNY-Stony Brook campus. Each student submits three self-selected, revised pieces and one in-class writing sample. The self-selected pieces include: (a) one narrative, descriptive, expressive or informal essay; (b) one academic essay; and (c) an analysis of another's essay. Each piece is accompanied by an explanation of what was to be accomplished by the piece, and a description of the process of writing the piece. All pieces are judged by teaching staff, but not the students' own teachers, as being pass or fail. A passing grade on the portfolio is a necessary but not sufficient condition to satisfy the writing requirement at the college. A dry run occurs at mid-semester so that students can see how they are doing. The papers also discuss the advantages and disadvantages of the process as well as what worked and didn't work. The document is descriptive and does not include actual student work or rating forms.

Vermont Portfolio Assessment Project, Writing Assessment Leadership Committee, c/o Geof Hewitt, Basic Education, Vermont State Department of Education, Montpelier, VT 05602, 1989. (TC#470.3VERPOA)

Vermont's draft state writing assessment plan has three parts: a prompted/timed sample scored centrally; a self-selected "best piece" scored centrally; and on-site review of a sample of student portfolios. Single pieces are scored holistically and are used to assess student writing ability. The portfolio contains all drafts of any piece the student wants to include. Portfolios will be evaluated on range of content, depth of revision, and students' willingness to take a risk; and will be used to evaluate schools' writing programs. A 14-item checklist used to describe portfolios is included in the document. The document also discusses how to set up a cross-grade portfolio system. This involves selecting items for the permanent portfolio from the current year folder. There are suggestions for physical design, cover letter and use in instruction and program improvement.

Vermont is pilot testing its writing and mathematics portfolios with fourth and eighth graders in 40 schools during school year 1990-91. The plan is to use portfolios statewide by fall, 1992. The updated portfolio plan for writing that will be used in this pilot is a separate entry in the bibliography. (See TC#470.3VERWRA2: Articles cataloged between 8/1 and 10/31.)

Institutionalizing Inquiry, Miles Myers, The Quarterly of the National Writing Project and the Center for the Study of Writing, 9, July 1987, pp. 1-4. (TC#060.6INSINQ)

This article broadly discusses the level of literacy required for today's world, the need for schools to restructure to achieve this goal with students and the implications of this for assessment. With respect to the latter, the author proposes: portfolios containing all of a student's work; learning logs; teachers periodically reviewing portfolios to develop a collective sense of progress; evaluating work samples form all content areas; and teachers engaging in classroom research. The document does not contain actual instruments.

Assessing Reading and Writing: Building a More Complete Picture, Sheila Valencia, University of Washington, Seattle, WA 98195, 1989. (TC#400.3ASSREA)

The author describes a procedure for developing student portfolios of work in the areas of reading and writing. She advocates collection of responses to a number of tasks that vary along the dimensions of focus (mechanics v. how well something achieved its purpose); structure (structured or naturalistic); locus of control (student self-assessment v. teacher assessment); and instrusiveness. Collecting a variety of outputs for various purposes in various task settings

enables one to get a broad picture of achievement. However, the author warns that the content of the portfolio has to be planned so that not everything is included. She recommends three types of content -- required (everyone assesses the same thing in the same way); semi-required (certain types of things are required, but exactly what is kept is up to the teacher and student); and open-ended (the teacher and/or student selects work that exemplifies the student's achievement).

Dimensions for Looking at Children's Writings and Drawings, NCTE, 1111 Kenyon Road, Urbana, Illinois 61801, 1976. (TC#400.3DIMFOL)

This rating form is described by the author as an aid in the description of writing more than an aid in the evaluation of writing. Writings and drawings are described in terms of what is expressed (themes, organization and range of vocabulary); the voice of the writer (stance, style, communication of individuality); and form (language use and mechanics). The rating form is included.

Multiple-Intelligences Go To School, Howard Gardner and Thomas Hatch, Educational Researcher, 18, 1989, pp. 4-10. (TC#050.6MULING)

This article describes Gardner's theory of multiple intelligences an d three programs that are built on the idea of multiple intelligences. The authors propose that the implications for assessment of the theory of multiple-intelligences require the use of portfolios. The programs described use portfolios for assessing student progress and program evaluation. The document is descriptive only; no actual instruments are reproduced.

North Carolina Assessment of Communication Skills, North Carolina Department of Education, 116 W. Edenton St., Raleigh, North Carolina 27603-1712, (919) 733-3703, 1989. (TC#400.3NORCAA)

This handbook is designed for use by classroom teachers in grades one and two to informally assess student progress on state curriculum goals in communication. There are three parts to the assessment procedure involving a series of checklists covering thinking skills, attitudes toward school, listening, silent reading comprehension, writing, speaking and oral language. Checklists are included.

Portfolio Assessment: Sampling Student Work, Educational Leadership, April, 1989. (TC#400.6PORASS)

This article briefly describes some approaches to using portfolios in instruction and to document student growth. The examples cited are in the area of writing. No instruments are included.

Portfolio Evaluation: Room to Breathe and Grow, in C. Bridges (Ed.), Training the Teacher, Urbana, IL: NCTE, 1986. (TC#470.3POREVR)

This paper describes a procedure for using portfolios to assess students in college composition classes. (It could also be adapted to high school.) The procedure encourages student self-evaluation -- students choose samples of their own work to place in their portfolio and must provide justification for a grade they request.

Problem Solving Our Way to Alternative Evaluation Procedures, Janis Bailey, et al., Language Arts, 65, 1988, pp. 364-373. (TC#400.3PROSOO)

This article describes several projects that resulted in "meaning centered" checklists for reading and writing. Three checklists are provided.

The Whole Language Evaluation Book, Portsmouth, NH: Heinemannn, 1989. (TC#400.3WHOLAE)

This anthology of essays by teachers and writing consultants explores a variety of issues and approaches relating to whole language evaluation at the classroom level. Included are samples of self and peer-evaluation as well as teacher-directed evaluation ratings, checklists, anecdotal records and miscues. Broad topics include the theory and general principles of whole language evaluation, changes in evaluation through the grade levels, and evaluation of students who have writing difficulties. The major focus is on helping teachers make better use of evaluation to understand their students, and on integrating whole language evaluation and instruction.

Work Portfolio As An Assessment Tool For Instruction, Gabe Della-Piana, Department of Educational Psychology, 327 Milton Bennion Hall, University of Utah, Salt Lake City, Utah 84112, 1989. (TC#470.3WORPOA)

This is a draft paper which describes, in detail, a portfolio scheme for writing for grades K-8. Included are layout, content and forms for the front and back covers.

Assessment Alternatives in Mathematics, EQUALS, Lawrence Hall of Science, University of California, Berkeley, California 94720, 1989. (TC#500.6ASSALI)

This document provides an overview of some possible assessment methods in mathematics that cover both process and products. Specific examples are provided for writing in mathematics, mathematical investigations, open-ended questions, performance assessment, observations, interviews, and student self-assessment. Any of the student generated material could be self-selected for a portfolio of work. The paper also includes a discussion of assessment issues and a list of probing questions teachers can use during instruction.

Writing in Mathematics, J. Mumme, 10/89. (TC#500.3WRIINM)

This paper lists 30 writing prompts to assess mathematical problem solving ability. There are also a list of instructional materials with a focus on writing, and a list of books and articles on writing in mathematics.

Portfolio Assessment in Mathematics, Judy Mumme, California Mathematics Project, University of California, Department of Mathematics, Santa Barbara, CA 93106, 1990. (TC#500.6PORAMA)

This paper covers the following topics: what a mathematics portfolio is, the purpose of portfolios, what should go into a math portfolio, suggestions for the layout of the portfolio, how to select items for the portfolio, and some ideas on evaluating portfolios. An outline of criteria for evaluating portolios is provided, but not elaborated on.

ARTS PROPEL as described in Opening Up Assessment, Dennie P. Wolf, Educational Leadership, January, 1988; and ARTS PROPEL, Educational Testing Service and Harvard Project Zero. (TC#810.3ARTPRO)

ARTS PROPEL is a cooperative research project concerned with arts education at the junior and senior high school levels. It is designed to devise assessments of student learning which are systematic, powerful and tuned to the central issues in artistic development.

Portfolios, as used in ARTS PROPEL, have three parts. First is a comprehensive folder of student work during a course. Second, are targeted portfolios which contain work selected from the folder by the student to convey certain aspects of learning and performance. Third, are

supplemental materials comprising such things as discussion notes, student self-reflections, notes for ideas, etc.

The associated article by Wolf elaborates on the rationale for the portfolios and draws some parallels to other subject areas.

Anchorage Chapter I Student Portfolio, c/o Thomas Straugh, Anchorage School District, P.O. Box 196614, Anchorage, AK 99519-6614, 907-269-2133, 1989. (TC#400.3ANCCHI)

The Anchorage Chapter 1 Student Portfolio consists of several teacher checklists, a list of books read and writing samples. Checklists cover planning strategies (e.g., brainstorm, set purpose, and consider audience); reading/writing strategies (e.g., reread, predict, summarize and retell); sharing strategies (e.g., discuss, evaluate and illustrate); listening behaviors and skills; speaking behaviors and skills; and reading behaviors and skills.

The checklists are included, but the materials do not include descriptions of rationale or use.

Portfolio Assessment Clearinghouse, c/o San Dieguito Union High School District, 710 Encinitas Blvd., Encinitas, CA 92024, 619-753-6491, 1990. (TC#000.6SANDIP)

The Portfolio Assessment Clearinghouse publishes the *Portfolio News* quarterly. Winfield Cooper and Jan Davies are the editors. Articles include descriptions of portfolio projects, statements concerning how and why portfolios could or should be used, reviews of literature, etc.

Copies of the newsletter are included.

Self-Assessment And The Mastery Of Writing, Edgar Thompson, in Testing In The English Language Arts, Michigan Council of Teachers Of English, P.O. Box 892, Rochester, Michigan 48063, 1985, pp. 55-60. (TC#470.3SELASA)

This article lists six self-reflective and evaluative questions that the author requires students to address for each paper they write. These cover self-reflection on the writing process, peer input and responses, strengths and weaknesses of the paper, what the student wants the teacher to look for in the paper, and what grade the paper should get. The questions and examples of their use are provided in the article.

NWEA: Writing Portfolio Asessment Issues And Concerns, NWEA Writing Assessment Conference, October, 1989, c/o Allan Olson, Northwest Evaluation Association, P.O. Box 2122, Lake Oswego, OR 97035, 503-624-1951. (TC#470.6NWEWRP)

This document is a summary of issues and concerns surrounding writing portfolio assessment generated at a writing assessment conference convened by NWEA in October, 1989. Issues are organized into the categories of management/logistics, assessment, purpose, curriculum, and staff development. An operational definition of a writing portfolio is included.

Articles cataloged between 1/1/90 and 3/15/90

Fairbanks North Star Borough School District Elementary Language Arts and Reading Assessment, Grades 1 and 5. Jim Villano, Fairbanks North Star Borough School, Box 1250, Fairbanks, AK 99707-1250, 1989. (TC#400.3FAINOS)

This document includes a package of instruments for assessing various aspects of reading and language arts achievement at grades 1 and 5. In grade 5 there is a reading test consisting of long passages, multiple-choice questions and short responses; a scale for measuring attitude toward reading; a writing sample scored on six traits (Ideas/Content, Organization/Development; Voice/Tone/Flavor; Effective Word Choice; Syntax/Sentence Structure; Writing Conventions); and holistic ratings of listening and speaking.

The grade 1 package includes a "writing sample" in which students prepare a picture story and then caption it; a scale for measuring attitude toward reading; a teacher rating of reading progress; and holistic listening and speaking ratings.

Southwest Region Schools Competency-Based Curriculum -- Grades K-4. Janelle Cowan, Southwest Region Schools, Box 90, Dillingham, Alaska 99576, 1989. (TC#010.3SOURES)

This is a draft curriculum document in which math and language arts objectives for grades K-4 are presented in two forms: (a) as a teacher checklist; and (b) with an indication of how to assess each objective. Objectives include listening, speaking, reading, writing, study skills, numeration, computation, problem solving, measurement and geometry.

Southwest Regional Schools Teacher and Substitute Teacher Portfolios. Janelle Cowan, Southwest Region Schools, Box 90, Dillingham, Alaska 99576, 1989. (TC#130.4SOURES)

There are two professional portfolios in this packet. The first is the *Teacher Portfolio For The Improvement of Instruction.* The teacher portfolio will contain several different types of information:

a. A narrative written by the teacher that describes a personal plan for classroom activities that will support the mastery of school adopted objectives for the year. This narrative will be updated during the school year by adding progress reports, changes in goals, activities that relate to the goals, etc.

b. Checklists completed by the site administrator at least four times a year that cover lesson plans, room organization, student participation, instruction, classroom control and recording of student progress.

c. Four videotaped lesson presentations that are rated on various aspects of the clinical teaching model: reinforcement, anticipatory set, closure, modeling, motivation, active participation and retention activities.

The second document is the *Substitute Teacher Handbook and Inservice Guide* used to select qualified substitute teachers. Substitute teacher applicants must first submit a persuasive letter that is rated on neatness, staying on the subject, imagination, sentences, mechanics, and ideas.

They also have to submit a vita. The remainder is a training manual on roles, responsibilities, class management, fire drills and requirements for submitting lesson plans. There is a substitute teacher self-quiz.

Copies of all rating forms and checklists for both documents are included.

Portfolio Assessment Across The Curriculum: Early Conflicts, Chris Anson, Robert Brown and Lillian Bridwell-Bowles, University of Minnesota. In NOTES from the National Testing Network in Writing, Vol 8, November 1988, Instructional Resource Center, Office of Academic Affairs, The City University of New York, 535 E. 80th St., New York, New York 10021. (TC#470.6NOTERT)

This article describes attempts at the University of Minnesota to implement plans that require students to submit a cross-disciplinary portfolio of writing for entrance, and then to add to this portfolio during the college years.

From Computer Management To Portfolio Assessment, Jackie Mathews, Orange Country Public Schools, Orlando, FL, The Reading Teacher, February 1990. (TC#440.6FROCOM)

This article describes the basic design of a reading portfolio for grades K-2. The four core elements are: a reading development checklist, writing samples, a list of books read by the student and a test of reading comprehension. Optional elements include student self-evaluation, running reading records, audiotapes, anecdotal records, pages from reading logs, or other measures a teacher or student feels would illustrate the growth of the student as a language learner.

The Reading Development Checklist includes concepts about print, attitudes toward reading, strategies for word identification and comprehension strategies. (Some of the individual items on the checklist are presented in the article.) The reading comprehension test is still under development.

The various portions of the portfolio system have not yet been implemented.

The article also describes other necessary components for an innovation of this type: administrative support, a climate for change, people expert in the area of reading, a good staff development program, and grass roots interest.

What Makes A Good Teacher? Lee Shulman, Stanford University, Teacher Magazine, November 1989, pp. 35-36. (TC#130.4WHAMAA)

This article describes an innovative teacher evaluation project at Stanford University. They are working on both teacher portfolios and teacher assessment centers. The assessment centers required teachers to deliver a lecture, plan a lesson with colleagues, and perform other tasks related to their subject area of expertise.

In the portfolio part of the assessment, teachers were asked to compile samples of their work that they thought reflected their best teaching -- lesson plans, videotapes and samples of student work. The portfolio included self-reflection. It is unclear from the article how these portfolios were evaluated for quality; however, the author did mention that they allow for differences in style. One drawback of the system is that it is time-consuming and most of the teachers in the project did their portfolios on their own time. The author feels that this type of self-reflection should be built into the regular work-day.

The Professional Portfolio: Documentation of Prior Learning. Helen F. Marsh and Patricia A. Lasky, Nursing Outlook, 32, pp. 264-267, 1984. (TC#940.6THEPRP)

Although this article focuses on the use of portfolios to document prior learning for nursing candidates, the principles discussed could apply to educators.

The portfolio system described has two parts. The first is a narrative written by the candidate which describes prior learning experiences and provides evidence that concepts and principles from these experiences are being applied in practice. The second part is documentation that the learning experiences have taken place. This could include diplomas, transcripts, performance ratings, employment records, workshop certificates, test results, etc.

To be most effective, the categories of "expertise" to be demonstrated by the portfolio must be laid out in advance, so that candidates know what the portfolio must show. Also, criteria for judging the portfolios must be established.

Integrated Assessment System: Mathematics and Language Arts. Psychological Corporation, 555 Academic Court, San Antonio, Texas 78204-2498, 512-299-1061, 1989. (TC#010.3INTASS)

The Psychological Corporation will shortly have available portfolio packages for math and language arts for grades 1-8. The document cited above provides a brief outline of what those packages will be like. According to Psychological Corporation, "a portfolio is a file or folder containing a variety of information that documents a student's experiences and accomplishments." Thus, this system appears to involve both formal and informal indicators of many aspects of performance. Included in the portfolio system are standardized test scores, curriculum transcripts, a list of awards and distinctions, student work samples, teacher rating scales and student self-evaluations.

The language arts portfolio system includes portfolio folders for each student, a portfolio storage box, reading to write prompts, and teacher training materials. There is a general scoring rubric having three areas: responses to reading (amount of information, accuracy of information, and selection of information); management of content (organization/focus, development and accomplishment of task); and command of language (sentence structure, word choice and grammar/usage/mechanics).

The mathematics portfolio system is not described in this document.

A Portfolio Approach To Classroom Reading Assessment: The Whys, Whats and Hows. Sheila Valencia, The Reading Teacher, Jan. 1990, pp. 338-340. (TC#440.6APORAP)

In addition to discussing the rationale for using portfolios to assess reading, this article also suggests content for reading portfolios, how to select material for a portfolio and how the portfolio should be organized.

The rationale is: 1) sound assessment is anchored in authenticity; 2) assessment must be a continuous process; 3) valid reading assessment must be multi-dimensional; and 4) assessment must provide for active collaborative reflection by both teacher and student.

Content would include samples of the student's work, the teacher's observational notes, the student's own periodic self-evaluation, and progress notes contributed by the student and teacher collaboratively. Specific items to be included would depend on the purpose for the portfolio but

include such things as written responses to reading, reading logs, selected daily work, classroom tests, checklists, unit projects, audiotapes, etc. The idea is to have a variety of indicators.

The real value of portfolios, according to the author, lies not in any single approach, but rather in the mind set that assessment is ongoing, and that periodic visits to the portfolio by the teacher and student are instructionally essential.

Adapting The Portfolio To Meet Student Needs. Margie Krest, English Journal, 79, 1990, pp. 29-34. (TC#470.6ADATHP)

This article was written by a high school writing teacher. It provides some hints and ideas for using and adapting portfolios based on several years of use in her own classrooms. Some of the ideas presented are:

1. She has students keep all their writing -- drafts, revisions, prewriting material, suggestions from classmates, and final drafts. This allows for collaborative discussion of such things as how well the student can incorporate other people's suggestions into their work, and student willingness to take risks.

2. Not each piece of writing is graded. This encourages students to experiment. Grades are based on two scores -- a portfolio score (reflecting the quantity of writing, and/or the amount of revision, risk taking and changing they did on all their papers), and a "paper grade" based on one to three final products (ones that have been conferred about, revised and edited thoroughly).

   The weight of these two components toward the final grade depends on the level of students and what they are working on. Sometimes the weighting for the two parts is decided collaboratively with the students.

3. The frequency of assessment varies by grade and what is being worked on. For example, if the emphasis is on fluency, assessment might only occur after each quarter so that students have time to work at becoming more fluent.

4. Students are encouraged to continue revising a paper as many times as they want. It can be regraded in subsequent portfolios.

5. Most writing is based on free choice. However, the author does require that all students do a minimum number of papers in various modes. The modes depend on the level of the student. For example, a college-bound student would be required to write a compare-contrast paper. These do not have to be among the papers that students choose to be graded.

6. The major goal is to encourage students to take responsibility for their writing as much as possible – what to write about, how much revision will be done, etc.

Portfolios Capture Rich Array of Student Performance. Richard P. Mills, The School Administrator, Dec. 1989, pp. 8-11. (TC#010.6PORCAR)

This article briefly describes Vermont's plans to establish a portfolio system for state assessment in the areas of writing and mathematics. In addition to developing the portfolio content, logistics and scoring, plans include rethinking the state curriculum requirements, developing training materials for teachers, using citizen advisory groups and reporting in ways that will promote discussion.

Portfolios Useful Assessment Tool. Education USA, Nov. 27 1989, 32, pp. 97-98. (TC#000.6PORUSA)

This is a brief summary of presentations on portfolios made at the NCTE annual meeting in 1989. Four presentations are summarized: Jay Sugarman, discussing the use of portfolios for the improvement of teaching; Pat Belanoff, reviewing six years of experience using portfolios in freshman writing classes; Barbara Morris, outlining the use of portfolios at the University of Michigan; and Michael Flanigan, emphasizing how using portfolios promotes teacher dialogue.

Assessment In Whole-Language Classrooms: Theory Into Practice. Brian Cambourne and Jan Turbill, The Elementary School Journal, 90, 1990, pp. 337-349. (TC#400.6ASSINW)

Although not formally labeling itself an article about portfolios, this document discusses how assessment is an integral part of instruction in whole language classrooms. As such, many of the suggestions presented relate to keeping performance logs of students.

The authors define whole language instruction and describe the implications for assessment. Basically, the only real way to assess in a whole language classroom is to observe and collect student performance and behavior as it occurs; this entails being an active participant in interactions with students.

The paper then goes on to discuss five issues surrounding this type of "naturalistic" assessment: 1) when to record information; 2) how to record information; 3) what information to record; 4) how to make sense of the information collected; and 5) how to ensure the trustworthiness of the assessment data.

Appendixes to the article include examples of anecdotal records, "markers" that can be used to describe a student's control of language, two checklists that teachers developed in order to summarize the observations they were making about students, and samples of teachers' narrative reports written for different audiences.

Articles cataloged between 3/15/90 and 7/30/90

NWEA White Paper On Aggregating Portfolio Data, Carol Meyer, Steven Schuman, Nancy Angello, Northwest Evaluation Association, 5 Centerpointe Dr., Suite 100, Lake Oswego, OR 97035, (503) 624-1951, 1990. (TC#150.6NWEWHP)

This paper summarizes key issues and concerns related to aggregating assessment information from portfolios. The working definition of "portfolio" used in this document is:

> "A portfolio is a purposeful collection of student work that exhibits to the student (and/or others) the student's efforts, progress or achievement in (a) given area(s). The collection must include student participation in selection of portfolio content; the criteria for selection; the criteria for judging merit; and evidence of student self-reflection."

The paper discusses a number of specific questions in six major areas. These areas, and a sample of the questions discussed in each are:

1. The impact of "newness" of portfolios on agggregating portfolio data.
   - o Are any portfolio projects well enough implemented as instructional models that sites exist for trying out potential aggregation methods/systems?
   - o Do portfolio projects exist where aggregation of portfolio data beyond the individual level has occurred?
2. Levels of aggregation of portfolio data
   - o Is there a conceptual continuum of alternatives for aggregating portfolio data?
3. Potential conflicts for portfolios serving both purposes of instruction/individual assessment and large scale assessment.
   - o Is there a concern of current and intended users of portfolios that large scale assessment needs will jeopardize the instructional value of portfolios?
   - o Will the aggregation of portfolio data force standardization of portfolios which directly conflicts with the desire for portfolios to be individualized?
4. Potential benefits of portfolios serving both purposes of instruction/individual assessment and large scale assessment.
   - o Since what is assessed is valued, will the use of portfolios for assessment communicate a broader range of student performances which are valued?
   - o Can the use of portfolios for multiple assessment purposes eliminate redundant or "add on" assessment/evaluation activities?
5. Using appropriate methodology to aggregate portfolio data.
   - o Can aggregation of portfolio data occur if portfolio contents, assignments, ratings, etc., have not been standardized?
   - o Does adequate methodology currently exist to aggregate portfolio data?
6. Other issues relating to aggregating portfolio data/
   - o Is aggregating portfolio data cost effective?

Finding the Value in Evaluation: Self-Assessment in a Middle School Classroom, Linda Rief, Educational Leadership, March 1990, pp. 24-29. (TC#470.3FINTHV)

This article presents a case study to illustrate why and how students should/can choose their own topics and genres for reading and writing; and how promoting self-evaluation can add depth and meaning to learning.

The author requires students to read at least 30 minutes a day and produce at least five rough draft pages of writing a week. Periodically, the students are asked to rank their work from most effective to least effective and to evaluate it by considering the following questions:

1. What makes this your best piece?
2. How did you go about writing it?
3. What problems did you encounter? How did you solve them?
4. What makes your most effective piece different from you least effective piece?
5. What goals did you set for yourself? How well did you accomplish them?
6. What are your goals for the next 12 weeks?

The author also describes classroom conditions necessary to make the process work.

Adapting Portfolios For Large-Scale Use, Jay Simmons, Educational Leadership, March 1990, p. 28. (TC#470.6ADOPOF)

This summary briefly describes a set of characteristics of portfolios that might be used as a better measure of student achievement than holistic ratings of single writing samples.

The author requested 27 fifth grade students to select three samples of their best work for a portfolio. The students also wrote an explanation of why the pieces chosen were their best work, and wrote a timed essay . In addition to rating each piece holistically, the author also examined the collection of writings for:

1. paper length,
2. mode(s) of discourse, and
3. correspondence between student's lists of the strengths represented in their papers and similar lists prepared by raters.

The author found interesting correspondences between these factors and the holistic ratings. The project will be repeated on a larger scale next year.

Talking About Portfolios, Sandra Murphy and Mary Ann Smith, The Quarterly of the National Writing Project (Spring 1990) and the Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, (415) 643-7022. (TC#000.6TALABP)

This article uses examples of three portfolio projects to make the point that there is no such thing as *The Portfolio*; different groups end up with different portfolio systems depending on their purposes and what would best serve the local community of teachers and students. Prior to discussing the three examples, the authors mention various possible purposes for portfolios and design considerations for portfolios. These are:

1. Purposes for portfolios could include motivating students, promoting learning through reflection and self-assessment, evaluating or changing curriculum, replacing or validating other tests, establishing exit requirements for coursework or graduation, tracking growth over time, and evaluating students' thinking and writing processes.

2. Design considerations include:

    a. Who selects what goes into the portfolio -- students or teachers?
    b. What goes into the portfolio -- finished pieces, impromptu samples, work in progress, multiple drafts, particular domains of writing?
    c. How much should be included?
    d. What might be done with the portfolios -- evaluation criteria, scored as a whole or each piece separately?
    e. Who hears about the results?
    f. What provisions can be made for revising the portfolio program?

Examples used to illustrate the possible range of portfolio systems are:

1. Junior high students choosing writing from several different subject areas so that writing for different purposes and audiences can be examined. Students also include a letter explaining why they selected each piece and how they viewed themselves as writers.

2. Ninth graders writing letters to their teachers discussing the strengths and weaknesses reflected in their portfolios. Teachers respond in writing and students then have a chance to respond again.

3. Teacher interactions that occur while examining and comparing student portfolios.

The authors conclude that:

1. The benefits of portfolios lie as much in the discussion generated among teachers as with the formal information they provide.

2. Portfolios have their greatest impact when they become part of the regular operation of the classroom.

Making the Writing Portfolio Real, Kathryn Howard, The Quarterly of the National Writing Project (Spring 1990) and the Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, (415) 643-7022. (TC#470.6MAKTHW)

The author was involved in developing a portfolio process with the goal of reflecting students' views of themselves as writers. The steps in this process included:

1. Establishing a climate in which students could freely express their feelings about their own writing and that of others. This entailed the oral sharing of writing, with question content, tone of voice and question phrasing initially modelled by the teacher. This developed not only an atmosphere of acceptance but also increasing depth in the analysis of each other's work.

2. Asking students for written self-reflections. Students were asked to address two issues: Discuss one thing that is done well in your writing. Discuss one thing that needs to be improved in your writing. Student responses were initially superficial, but gained depth with modelling and feedback.

3. Asking students to choose, from their work folders, the writing that was of most "importance" to them. Students answered the following questions:

   a. Why did you select this piece of work?
   b. What do you see as the special strengths of this work?
   c. What was particularly important to you during the process of writing this piece?
   d. What have you learned about writing from your work on this piece?
   e. If you could go on working on this piece, what would you do?
   f. What particular skill or area of interest would you like to try out in future pieces of writing that stems from your work on this piece?
   g. What kind of writing would you like to do in the future?

4. Having students choose both a satisfactory and an unsatisfactory piece of writing and analyzing the differences. A list of suggested questions is included.

5. Having students finalize their portfolios for the year by reconsidering previous choices.

This process resulted in increasing students' ownership of their work and relying on themselves and peers for assistance in improving their work.

Thinking Together About Portfolios, Roberta Camp, The Quarterly of the National Writing Project (Spring 1990) and the Center For The Study of Writing, 5513 Tolman Hall, School of Education University of California, Berkeley, CA 94720, (415) 643-7022. (TC#470.6THITOA)

The author discusses a collaborative effort in Pittsburgh to discover effective portfolio systems. The author first traces recent advances in research and practice that have lead to the search for innovative assessment practices. Then she discusses some of the results of the collaborative effort. Some of these include:

1. An emerging "definition" of a portfolio which includes: multiple samples of classroom writing, collected over a period of time; evidence of the processes and strategies that students use in creating at least some of those pieces of writing; and evidence of the extent to which students are aware of the processes and strategies they use and of their development as writers.

2. Identification of characteristics that help create a classroom climate conducive to portfolios: student choice in their own work, reduced emphasis on "right answers," and encouraging discovery and risk taking; creating a long-term view of classroom work; student self-reflection; and students becoming more active learners by developing their own internal criteria for writing.

3. A portfolio system developed by a process that models the collaboration in learning that is desired in the classroom: teachers develop their ideas together through self-reflection.

The author hopes that continuing conversations between teachers will lead to more consistent portfolios across classrooms as teachers develop a shared view of writing instruction; and will lead to more ideas on how to get students to choose pieces of work that do not in themselves show students to best advantage, but rather show how students have struggled with writing and learned from their struggles.

Portfolio Assessment As A Means of Self-Directed Learning, JoAnne T. Eresh, Pittsburgh Public Schools, Paper presented at annual conference of the American Educational Research Association, 1990. (TC#470.6PORASA)

This paper describes the writing portfolio project in the Pittsburgh Public Schools. The content is very similar to that in the three papers presented above. The author's basic premise is that because of recent changes in our view of what education is and what writing is, the task of writing teachers becomes that of helping to support the self-learner, the learner whose responsibility is ultimately his own for making meaning. The Pittsburgh project addressed both how to support such goals and how to assess them. The intent of their portfolio project is to support the self-discovery of the student as a writer.

Although much of the paper describes the same process as the above three papers, there is some additional detail. Specifically:

1. How the portfolio process is introduced to the students at the beginning of the school year.

2. Additional examples of self-reflection questions.

3. Additional information about the final portfolio.

Record of Student Performance, Community Experiences For Career Education, Inc., 11850 S.W. King James Place, Tigard, Oregon 97223, (503) 639-8850. (TC#220.3RECOFS)

Community Experiences For Career Education $(CE)_2$ is an alternative high school program which offers students aged 16 through 18 a comprehensive secondary school experience through involvement on community and commercial sites. Students pursue a full-day learning program designed to meet their individual academic and career development needs. Students do not attend standardized courses, nor do they receive grades or time-bound credits. Successful completion of the program qualifies the student for a standard high school diploma.

Student accomplishments are documented using a portfolio with certain specified elements. This portfolio is used for job application or educational placement. Content includes:

1. "Certification of Student Performance." This is a form that summarizes the projects, competencies, explorations, work experience, and basic skills completed by the student each year. Staff comments are included.

2. More detail on accomplishments. This information is summarized on a series of forms covering basic skills, life skills, citizenship competencies, career development, and skills development. The forms are completed by various individuals including project staff, employers, and community workers.

Information might include the dates that various projects were completed (e.g., "legislature project, 4/18/74"); competencies that were demonstrated (e.g., "maintain a checking account, 9/25/73"); time spent exploring job options (e.g., "city maintenance dept., 9/13/74"); and test scores.

3. "School Placement Information." This is a form which translates the previous projects into more traditional subject area equivalent grades.

4. Student comments.

5. Letters of recommendation and transcripts from other places.

Most of the information is descriptive of the tasks or peojects completed by the student. Although judgments of quality of student efforts are implied, there are no specified criteria for these judgments.

The Senior Project, Jay Monier, Far West EDGE, Inc., 1817 Woodlawn Ave., Medford, Oregon 97504, (503) 770-9483, 1990. (TC#150.6SENPRO)

This packet of papers includes an overview of the Senior Project, several articles written about it, and several pages from the *Senior Project Student Manual.*

The senior project requires the following: a research paper on a topic chosen by the student; a project that applies the knowledge gained during the research phase; and a 6-10 minute oral presentation about the research and project. Graduation depends on successful completion of all three parts of the Senior Project.

The *Senior Project Student Manual* provides assistance to the student on planning and carrying out the project. Only part of this manual is included in this packet. Included are documents for helping students to plan their project; and documentation and rating forms that must be included in the final Project Portfolio. The *Coordinator's Handbook* contains instructions for the oral presentation portion of the project. This document is not included in the packet.

Video Report Cards Provide Comprehensive Evaluations, Don Sneed and Tim Wulfemeyer, Educator, Winter 1990, 44, pp. 50-56. (TC#150.6VIDREC)

This article reports on pilot testing video report cards for college journalism students. Each video was produced by the instructor and contained:

1. An overview of the course and the rationale for the video report card. This information was the same for each student.

2. Excerpts from class activities -- clips from field trips, guest speakers, reviewed books, movies, concerts, and art exhibits. This was the same for each student.

3. Copies of graded papers with a discussion of the strengths and weaknesses of a student's writing, suggested areas that needed improvement, cited areas where improvement had occurred, effective aspects, and identified problems with writing mechanics, story organization, information gaps, or unanswered questions. This was individualized for each student.

4. Other pertinent information such as late assignments, lack of effort, absenteeism, and perceived underachievement. This was individualized for each student.

There was a generally favorable response from the parents of students receiving these video report cards.

The next set of documents were all generated as part of the teacher assessment and certification project at Stanford University. Two assessment approaches were examined: portfolios and assessment center exercises. The papers below discuss these and the relationship between them. There are additional documents available from Stanford.

Elementary Literacy Assessment Center Examiner's Handbook, Teacher Assessment Project, 1989, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.4ELELIA)

The goals of the Assessment Center are to develop performance exercises to assess a teacher candidate's knowledge, skills and dispositions as a Board certifiable teacher of elementary literacy. This document is the manual used to train evaluators who rated teacher performances during the field test of Literacy Assessment Center exercises.

The manual describes six performance-type exercises related to three strands: assessment of students, integrated language arts instruction, and creating a literate environment.. Some of the exercises draw on literacy portfolios previously developed by the teacher candidates. Others are stand alone exercises that simulate teaching situations and are independent of the portfolio entries.

Descriptions of the exercises and rating forms used to judge performance are provided.

Portfolio Development Handbook for Teachers of Elementary Literacy, 1988, Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.4PORDEH)

This document is the handbook for grade 3 and 4 teachers to use in developing their own literacy portfolios in reading comprehension and composition. For this purpose, a portfolio is defined as a collection of documents that provide evidence of the knowledge, skills and dispositions of an elementary teacher of literacy. Specifications for portfolio entries include four items that relate to integrated language instruction, three that relate to creating a literate environment, and four about assessment of students. Teachers may also present an open entry and a reflective interpretation of any and all entries. The handbook provides guidance on what these entries should be like and how to choose them.

The documents can take many forms, most of which are produced as a normal part of teaching. The assessment center described above provides the opportunity to examine the portfolio contents in depth.

The School Teacher's Portfolio: Practical Issues in Design, Implementation and Evaluation, Teacher Assessment Project, 1988, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.6SCHTEP)

In addition to providing a summary of the Teacher Assessment Project, this paper discusses many of the practical issues that were considered in designing, implementing and evaluating the schoolteacher's portfolio.

The Schoolteacher's Portfolio: An Essay on Possibilities, Tom Bird, 1988, Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.6SCHTPO)

Similar to the previous entry, this paper explores issues and considerations surrounding teacher portfolios: problems associated with borrowing the notion of "portfolio" from other fields, purposes that a teacher's portfolio might serve, local arrangements in which portfolios might be constructed, and how portfolios might be fitted to the work of teaching.

Thinking Out Loud: Proceedings of the Teacher Assessment Project Forum on Equity in Teacher Assessment, May 1988, Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.6THIOUL)

This paper presents the reactions of seven educators to the work-in-progress of the Teacher Assessment Project.

Biology Candidate's Assessment Center Handbook, May 1989, Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.4TIOCAA)

This handbook was designed to introduce teachers to the Assessment Center exercises in biology. There are three types of exercises: extensions of portfolio information gathered previously, performance of tasks using the information in the portfolio entry as a starting point, and stand-alone exercises that do not use portfolio entries. The tasks involve interviews, written answers and computer responses.

The individual exercises involve reviewing unit plans, discussing student evaluation, monitoring student laboratory work, analyzing alternative instructional materials, reviewing a videotape of an instructional situation, adapting a textbook chapter to one's needs, using the computer as an instructional tool, and discussing a teaching problem. The handbook describes these exercises and how performance will be evaluated.

Notes On An Exploration Of Portfolio Procedures For Evaluating High School Biology Teachers, Tom Bird, 1989, Teacher Assessment Project, Stanford University, School of Education, CERAS 507, Stanford, California 94395, (415) 725-1228. (TC#130.4NOTONA)

This article describes the work on portfolios done in the biology component of the Teacher Assessment Project through March, 1989. The preliminary content outlined for the portfolio includs seven "entries": a self-description of previous teaching background and current teaching environment; a unit plan; a log of student evaluation procedures; a description of a lesson in which a textbook is substantially supplemented or replaced with other materials; a videotape of a laboratory lesson; a log of professional interactions; and a log of community interactions. Candidates are given some choice as to which of these to include.

The article describes these "entries" in some detail, and adds information about considerations in developing them.

Articles cataloged between 8/1/90 and 10/31/90

Vermont Writing Assessment: The Pilot Year, Vermont State Department of Education, Montpelier, Vermont 05602, Fall 1990. (TC#470.3VERWRA2)

The Vermont pilot will include grade 4 and 8 students. Each student is to:

1. Keep a writing portfolio. Suggested minimum content of the writing portfolio include: a table of contents; a dated "best piece"; a dated letter explaining the choice of the best piece and the process of its composition; a dated poem, short story, play or a personal narrative; a dated personal response to a cultural, media or sports exhibit or event, or to a book, current issue, math problem or scientific phenomenon; dated prose from a subject area other than "language arts." A sample of portfolios will be reviewed by a visiting review team using a fixed set of criteria. These criteria are included in the document.

2. Select a "best piece and write a letter about that piece." The can come from any class. A teacher can help a student select this piece. The best piece will be assessed using a set of four provided criteria.

3. Write to a uniform writing prompt.

An extensive bibliography on writing instruction is included.

Full-Day Kindergarten First Year Results, Bill Auty, Corvallis School District, 1555 S.W. 35th St., Corvallis, Oregon 97333, 503-757-5855, Spring 1990. (TC#070.6FULDAK)

This paper reports the results of a study of a full-day kindergarten program for at-risk students. One part of this report contains representative samples of student writing from the beginning and end of the school year. Thus, the numerical information in the report is illustrated by actual student work.

Time to Replace the Classroom Test With Authentic Measurement, Alberta Journal of Educational Research, 36, 1990, pp. 78-84. (TC#470.6TIMTOR)

This article discusses the need for alternatives to standardized tests for use in the classroom. It briefly describes one possible "record of achievement," or portfolio system. This requires that teachers set "good" writing tasks for students, preferably in cooperation with the students. Evaluation of individual entries is done cooperatively with the student. Grades may not be assigned to all entries. These records of student work should also be used in parent conferences.

What Makes A Portfolio A Portfolio? (Working Draft) Leon Paulson, Pearl Paulson, and Carol Meyer, Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, Oregon 97220, 503-255-1841, Fall 1990. (TC#150.6WHAMAA)

This brief article outlines the authors' perceptions of the characteristics that make the notion of portfolio assessment powerful. These characteristics are illustrated by samples from actual student portfolios. The eight characteristics are:

1. A portfolio must contain information that shows that a student has engaged in self-reflection.

2. Students must be involved in the selection of the pieces to be included.

3. The portfolio is separate and different from the student's cumulative folder.

4. The portfolio must explicitly or implicitly convey the student's activities.

5. The portfolio may serve a different purpose during the year from the purpose it serves at the end. At the end of the year, however, the portfolio may contain only materials that the student is willing to make "public."

6. A portfolio may have multiple purposes.

7. The portfolio could contain information that illustrates growth.

8. The skills and techniques that are involved in producing effective portfolios do not happen by themselves. Students need models of portfolios and how others develop and reflect upon them.

The School Of Hard Knocks: A Study on the Assessment of Experiential Learning. Summary Report, Peter Thomson, TAFE National Centre for Research and Development, Payneham, Australia, 1988. ERIC ED 295 033. For full report see ERIC CE 050 244. Full report also available from Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia. (TC#150.6THESCO)

This article describes a process for assessing adult learners' life experiences for the purpose of granting them exemptions from formal course work. Applicants are assessed using portfolios, structured interviews, and on-the-job ratings. The first two are rated by a three-person panel with expertise in the area to be assessed and training in how to assess the portfolios and interviews.

The portfolio contains an autobiographical narrative, a statement on special competencies, assignments set by a tutor, work samples, testimonials, and references. These are assessed by checking the relevance of competencies claimed against course outcomes and objectives. The interview is structured and is assessed by using a checklist.

If provisional exemption from coursework is granted by the assessment panel, assessment of performance continues on the job in a variety of ways, depending on the area. These could include logs, supervisor ratings, oral tests, etc.

Exemption is finalized on the basis of successful progress through all the above stages. The summary document does not contain the actual checklists used.

Coding Journal Entries, Janice Evans Knight, Journal of Reading, 34, 1990, pp. 42-47. (TC#440.3CODJOE)

This article describes a system for coding reading journal entries to promote student self-reflection and improve reading strategies and comprehension. The impetus for this system came from the author's observation that many reading journal entries were only superficial summaries of what was read.

Each journal entry is coded by the student and/or teacher as to the level of thinking, metacognitive strategies, and confusion the entry indicates. Examples of these three sets of codes are:

1. Level of thinking. Examples of codes here are "R" which means "recall," and " " which means inference, prediction, or cause and effect.

2. Metacognitive strategy. Examples are "S" which means "summarize," and "SQ" meaning "self-questioning."

3. Confusion. Examples are "0" meaning that the entry does not say anything significant, and "?" meaning that the entry indicates student confusion.

The power of this system is that the coding system is integrated with instruction so that students learn what good reading strategies are and then assess their own journal entries.

Portfolio Transfer System, Linda Lewis, Ft. Worth Independent School District, 3210 W. Lancaster, Ft. Worth, Texas 76107, 1990. (TC#150.6PORTRF)

This document is a working draft describing the portions of student writing portfolios that should be transferred from one teacher to the next in grades 1-6.

How Do Portfolios Measure Up? A Cognitive Model for Assessing Portfolios, Leon Paulson and Pearl Paulson, Multnomah ESD, 11611 N.E. Ainsworth Circle, Portland, Oregon 97220, 503-255-1841, Fall 1990. (TC#150.6HOWDOP)

The central consideration in this paper is how to design procedures for aggregating information from portfolios while preserving the integrity of the portfolio for instructional purposes. They propose that what needs to occur in order to aggregate is not the standardization of the specific pieces in the portfolio (e.g., an attitude checklist, one piece of persuasive writing, etc.), but a clear idea of the rationale for the portfolio, what processes or outcomes are to be demonstrated by the portfolio, and the standards or criteria for judging success. The actual exhibits can vary.

The authors propose that portfolios can be described along three dimensions:

1. Activity -- the operations involving putting together portfolios. This includes the rationale for the portfolio, the areas to be covered by the portfolio, the specific content to be in the portfolio, performance criteria for students, and how judgements will be made by students and/or evaluators.

2. History -- antecedents to the work in this year's portfolio and how the portfolio will be used in the future. This includes individual student baseline performance, learner characteristics and context; the encounters that occur around the portfolio itself; and the final status of student performance.

3. Stakeholders -- those individuals with an interest in the portfolio. These could include students, teachers, parents, and aggregators.

Several examples are presented that relate these dimensions to actual portfolio projects.

Pilot Project For Portfolio Assessment, Linda Lewis, Fort Worth Independent School District, Fort Worth, Texas, August 2, 1990. (TC#470.3PILPRF)

This paper describes a staff development exercise in which teachers brought six student writing folders and looked through them to answer the question: "If someone came into your room and wanted evidence of student growth in writing in ten specified areas, would your student folders provide this evidence?" The ten areas were district writing goals. The list of these ten goals is included.

Lewis & Clark College New Admissions Initiatives, Susan Resneck Parr, Vice President for Academic Affairs, Lewis & Clark College, Portland, Oregon 97219, 503-293-2653, 1990. (TC#000.6LEWANC)

Lewis & Clark College now offers two alternative options for admissions -- portfolios and a Saturday Seminar. The portfolio option requires that students submit materials which demonstrate that they meet the college's criteria for admission. Suggestions are:

1. Products that demonstrate intellectual growth and an ability to write clearly and think critically. These could include, for example, a series of papers or tests that show growth; or science projects, mathematical proofs, computer programs, audio tapes of performances, etc. to show accomplishment of advanced skills.

2. An official high school transcript.

3. A letter from a high school counselor or principal certifying that the work is one's own.

4. Three sealed letters from recent teachers assessing one's academic abilities.

5. The first page of a standard admissions application.

6. Other pertinent information such as standardized test scores, additional recommendations from teachers and others, a statement of academic goals and interest, and an admissions essay.

The Saturday Seminar for Early Decision is designed for students certain they wish to become Lewis & Clark students. The program includes a weekend visit, participation in a seminar, an interview with an admissions counselor, an opportunity to talk to a financial service counselor, and invitations to social events. They also must submit either a regular admissions application or a portfolio.

In the materials we obtained there is no discussion of how portfolio or seminar performances would be assessed.

Assessment Principles, Grant Wiggins, CLASS Training Materials, 56 Vassar, Rochester, NY 14607, 716-244-8538, 1990. (TC#150.6ASSPRI -- Available only from author).

This document is an excerpt from training materials used by Grant Wiggins. It includes the defining characteristics of "authentic" assessment, principles for designing good performance assessments, 28 examples of performance assessment tasks from various school districts and state departments of education, and 15 examples of scoring procedures. Please contact the author for additional information.

An Individualized Management Strategy for Secondary Reading Teachers, Richard Hays, Paper presented at the Annual Meeting of the Indiana State Council of the International Reading Association, 1987. Also ERIC ED 285 140. (TC#440.6ANINDM)

This paper discusses a management effectiveness strategy that can be employed by secondary classroom reading teachers to facilitate and improve learning by those students whose reading skill needs are severely deficient. The strategy includes assessment, folders, individualized programs, mini-group lessons and scoring.

The folder is student managed and includes: the available materials for the student to use to learn certain skills; a percentage chart so that students can compute their own percentage of accuracy on each lesson; a progress chart for each skill so that students can see their progress; an evaluation sheet that lists the requirements to be met by the student; and other material as needed. Students and teachers evaluate (score) the work and plot progress.

Articles cataloged etween November 1, 1990 and January 31, 1991

Child as Coinvestigator: Helping Children Gain Insight Into Their Own Mental Processes, Marlene Scardamalia and Carl Bereiter, in S.G. Paris, G.M. Olson & H.W. Stevenson (Eds), Learning and Motivation In The Classroom, Hillsdale NJ: Earlbaum, pp. 61-82, 1983. (TC#050.5CHIASC)

The main purpose of having this paper in the bibliogrpahy is to help define metacognition. The paper provides a variety of ideas on how to help students become more aware of their mental processes. The purpose is not to enable people to develop a "course" in metacognition, but rather to design regular activities to help bring mental processes out into the open.

The topic of metacognition is important when discussing portfolios because many individuals feel that the process of self-reflection is integral to assembling portfolios. Additionally, taxonomies of metacognitive skills may be useful to develop criteria for assessing the self-reflections of students.

Vermont Mathematics Portfolios (1990), Vermont State Department of Education, Montpelier, VT 05602. (TC#500.3VERMATP)

This document describes the portfolio pilot currently being conducted by the state of Vermont in grades 4 and 8. Criteria for evaluating portfolio entries include three general areas: Task Performance (understands the problem, chooses strategies, carries out procedures, and verifies results); Communication (expresses thinking, expresses self-reflection, uses appropriate mathematical language/notation); and Mathematical Empowerment (motivation, curiosity, perserverance, risk taking, flexibility and self confidence).

A sample of portfolios are examined for evidence of student growth, emphasis on concept development, development of group problem solving skills, integration of mathematics into other curriculum areas, application of math to real-world experiences, and making math connections.

Put Portfolios To the Test, Linda Vavrus, Instructor, August 1990. (TC#150.6PUTPOT)

This paper is designed to be an introduction to the use of portfolios. The author defines a portfolio as a "systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills, and attitudes in a specific subject area." There is a brief discussion of the following topics: What will it look like? What goes in? How and when to start? Evaluating portfolios; and Passing Portfolios On. While there are a few concrete examples, most of the article is a list of questions that must be addressed when setting up a portfolio system.

The paper also includes a short interview with Grant Wiggins. His definition of a portfolio appears to include the requirement that portfolios represent students' best work.

The Role of Metacognition in English Education, Jill Wilson, English Education, 17 (4), December 1985. (TC#050.5ROLOFM)

Although not strictly about portfolios, this article is included because of the general feeling that portfolios should require some degree of student self-reflection, and should be analyzed for evidence of student metacogntion. This article helps define what metacogntion is and provides examples of how to teach metacognitive skills. The basic defintion of metacognition in the article is "knowledge and control of one's own cognitive processes."

Guide For Developing Student Portfolios, D. Roettger and M. Szymczuk, Educational Services, Heartland Area Education Agency 11, 6500 Corporate Drive, Johnston, IA 50131, 1990. (TC#470.3GUIFOD)

This guide was developed to summarize the experiences of a group of teachers who spent a year using portfolios to assess and document student learning. A portfolio is defined as "a collection of evidence used by the teacher and student to monitor the growth of a student's knowledge of content, use of strategies, and attitudes toward the accomplishment of goals in an organized and systematic way." There is assistance with planning for the portfolio, writing goals for students that reflect what they should know and be able to do, planning for integrating assessment and instruction, setting standards, and ways to document student growth.

This document is prepared mainly for training purposes, and emphasizes questions that teachers should answer for themselves while they are integrating assessment and instruction. The document does not illustrate how these questions were answered by this group of teachers. For example, the document does not include any of the following: actual goals written by the teachers; an outline for the content of a portfolio; specific suggestions on how to integrate assessment with instruction; or actual criteria for evaluating portfolios as a whole or individual products within portfolios.

Rational Numbers: Toward Grading and Scoring That Help Rather Than Harm Learning, Grant Wiggins, American Educator, Winter 1988, pp. 21-48. (TC#1500.6RATNUM)

This article presents a discussion of the need to have clear criteria for both grading and testing. These critria essentially define what we value in student work. This not only improves consistency in assigning grades or rating performance, but also ensures more clarity for students on expectations and communicates more effectively what to do if performance is not satisfactory. The author presents several examples of criteria. These examples include: seven general criteria for any course of study, oral presentations, writing, and science. The author also discusses ways of making grading uniform across teachers and different grading approaches.

Although not directly about portfolios, this article reinforces the need to have criteria for evaluating portfolios. These criteria must make public what we value so that we know what to teach, students can evaluate their own work, portfolios can be assessed.

From Folders to Portfolios (A Skit), Carol Meyer, Northwest Evaluation Association, 5 Centrepointe Dr., Suite 100, Lake Oswego, OR 97035, (503) 624-1951, 1990. (TC#150.6FROFOT)

This skit is a light-hearted way to define what is meant by a portfolio and to highlight the differences between folders and portfolios.

Math Learning Center, Recommendations For Assessment, Visual Mathematics, 1989. (Full reference not available. TC#500.3RECFOA)

This document is part of a longer monograph. Unfortunately, the longer source was not noted in the version we obtained. The exerpt briefly discusses using writing activities, checklists, quizzes, interviews, and self-evaluation to assess mathematics. The appendices contain a list of writing activities, journal exercises and starters, a checklist covering important dispositions, interview suggestions, and self-evaluation activities.

Portfolio Project at Kraxberger Middle School, Mary Kilmer, Portfolio Assessment Newsletter, 2(2), December 1990. Also contact Mary Kilmer, Kraxberger Middle School, 17777 Webster Road, Gladstone, OR 97207, (503) 655-3636. (TC#000.6PORPRA)

This article is a brief description of one teacher's experiences in assisting students to assemble their own integrated portfolios in grades 5-8. The portfolio can contain any work; all work is self-selected by the student. At the end of each quarter the portfolio is cleaned out, and final selections are made. The teacher assists the students to reflect on the reasons that the student has for selecting each piece that will remain. Questions include:

1. What makes this selection better than any other work you did this quarter?

2. What might you have done differently to improve this project?

3. Think back to all the steps and procedures involved in making this a project to be proud of....what would you offer, in words, as evidence that it was a valuable use of your time?

4. Anything else?

Curriculum Alignment System Comprehensive Assessment System (CAS^2), Joseph J. Kirkman, School Research and Service Corporation, P.O. Box 4890, Laguna Beach, CA 92652, (714) 497-7426. (TC#400.3CASCAS)

This document is a set of handouts from a presentation by Susan Holmes at the California Educational Research Association meeting in Santa Barbara, November 1990. As such, it only outlines in a general way the CAS^2 project. CAS^2 is a consortium effort by a group of 30 districts in California to assemble portfolios as part of implementing whole language instruction. The current specifications for the portfolio call for various types of items to be collected at various times of the school year. Portfolio items include timed writing samples, various self-selected writing pieces, a reading list, and other integrated tasks (undefined in this document). A three-trait analytical scoring rubric for writing is included -- rhetorical stance, coherence, conventions.

Summary of Assessment Instruments in Speaking and Listening

From: *Assessing Communication Competence in Speaking and Listening*
by Judith A. Arter, Ph.D., Portland, OR: Northwest Regional Educational Laboratory, 1989.

101 SW Main Street, Suite 500
Portland, OR 97204
Telephone (503) 275-9500

Test Center
800/547-6339
503/275-9570

GENERAL INSTRUMENTS

INSTRUMENT	DESCRIPTION: FOCUS	GRADES	# LEVELS	# FORMS	#ITEMS/ TASKS	AD. TIME	FORMAT	OTHER	HOW WELL* MANUAL PROVIDED INFO	HELP WITH* INTERP.	TECHNICAL ADEQUACY: RELIABILITY	VALIDITY	COMMENTS	AVAILABLE FROM
Class Apprehension About Participation Scale (1987)	Speaking Anxiety	7-13	1	1	20 items	10 min.	Questionnaire-Group		** N/A	** N/A	Good-Excellent	Good		M.R. Neer Communication Ed., 36, 154-166, 1987
College Outcome Measures Program (1986)	Extended Monologues; Communication Competence	13+	1	3	15 tasks	2-1/2 hrs.	Performance-Individual	Scoring takes an additional 1 hr per student	Fair-Good	Fair	Good-Excellent	Good		College Outcomes Measures Program, ACT, P.O. Box 168, Iowa City, Iowa 52243
Communication Competency Assessment Instrument (1982)	Extended Monologue Listening Comprehension; Communication Competence	9-13+	1	1	3 tasks	30 min.	Performance-Individual		*** Unknown	*** Unknown	Good	Good	Associated info in ERIC Ed 210-748 & Commun. Ed., 31, 19-32, 1982	Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003
Diagram of Group Membership (1953)	Group Discussion; Communication Competence	9-13+	1	1	1 task	?	Performance-Group		** N/A	** N/A	Unknown	Unknown		L. Crowell, Speech Teacher, 2, 26-32, 1953
English Language Skills Profile (1987)	General Speaking Interactive Speaking Listening Listening Comprehension Group Discussion; Communication Competence	7-12	2	2	40 items 2 tasks	At Least 90 min	Close, multiple choice, short answer, self-evaluation, performance-Group		Good	Good	Good-Excellent	Fair	Requires a tape recorder and training in scoring.	MacMillan Education Houndmills, Basingstoke, Hampshire RG21 2XS, Great Britain
Evaluating Communication Competence (n.d.)	?	3-12	1	1	20 tasks	60 min.	Performance-Individual	Extra time needed for scoring	?	?	?	?	Instrument was not obtained in time for pub. Info. comes from catalog	United Educational Services, Inc. P.O. Box 665, East Aurora, NY 14052 (800)458-7900
Fullerton Language Test for Adolescents (1986)	Speaking Listening; Linguistic Competence	5-12	1	1	142 items	45 min	Short verbal answers Individual		Good	Good	Fair-Excellent	N/A +		Consulting Psychologists Press, 577 College Ave., Palo Alto, CA 94306
Hunter-Grundin Literacy Profiles (1980)	Extended Monologue; Linguistic and Communication Competence	1-6	5	1	1 task	5 min.	Performance-Individual		Fair	Fair	Unknown	Unknown	Ratings only apply to the speaking subtest	The Test Agency, Cournswood House North Dean, High Wycombe, Bucks., HP14 4NW, Gt. Britain

* Only rated for commercially available instruments.

** Research instruments are not rated in these areas since the intent of the source is to report on the use of the instrument in research not as documentation for users. These sources therefore, generally lack help with selection and use.

*** We were not able to review the manual provided with the assessment materials prior to publication deadline.

\+ Instruments focusing on linguistic competence are not rated to avoid confusion with those measuring communication competence.

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INSTRUMENT	DESCRIPTION: FOCUS	GRADES	# LEVELS	# FORMS	#ITEMS/ TASKS	AD. TIME	FORMAT	OTHER	HOW WELL* MANUAL PROVIDED INFO.	HELP WITH* INTERP.	TECHNICAL ADEQUACY: RELIABILITY	VALIDITY	COMMENTS	AVAILABLE FROM:
Interactional Competency Checklist (1978)	Interactive Speaking-Listening, Linguistic and Communication Competence	K-3	1	1	16 items	?	Teacher checklist-Individual		** N/A	** N/A	Unknown	Poor	Source listed does not include criteria for rating student performances or specifics about the task presented to the students.	J. Black, Research in the Teaching of Eng., 13, 49-68, 1978
Jones-Mohr Listening Test (1976)	Listening Comprehension; Communication Competence	9-13+	1	2	30 items	25 min	Multiple-choice-Group	Students comprehend meaning through how a statement is read	Fair	Fair	Unknown	Unknown	This test was expressly designed as a training device	University Associates, 8517 Production Ave. San Diego, CA 92121
Kentucky Comprehensive Listening Test (1980)	Listening Comprehension, Communication Competence	9-13+	?	?	?	?	Multiple-choice-Group	Requires a tape recorder	** N/A	** N/A	?	?	Instrument was not obtained in time for pub. Info. taken from a study in which the instrument was used.	Bostrom & Waldhart, U. of KY, Lexington KY, (606)257-7800
Language Communication Skills Task (1972)	Referential Communication, Linguistic and Communication Competence	K-2	1	1	2 tasks	25 min	Performance-Dyads		** N/A	** N/A	Fair	Fair	Entire instrument is not provided in the source listed.	M.C. Wang et al., Learning Research & Development Center, U. of Pittsburgh, PA 15213
Language Inventory for Teachers (1982)	Speaking and Listening, Linguistic Competence	PreK-8	1	1	500 items	?	Multiple-choice, short verbal & written answers-Individual		Poor	Fair	Unknown	Unknown		Academic Therapy Pubs., 20 Commercial Blvd., Novato, CA 94947
Language Proficiency Test (1981)	Listening Comprehension, Linguistic and Communication Competence	7-13+	1	1	25 items	?	Performance, and multiple-choice short verbal answers-Individual		Fair	Fair	Unknown	Unknown	Designed primarily for non-English speakers and persons with low skill levels.	Academic Therapy Pubs., 20 Commercial Blvd., Novato, CA 94947
Notebook Communication Game (1979)	Referential Communication, Communication Competence	PreK-13+	1	1	12 items	?	Performance-Dyads		** N/A	** N/A	Unknown	Unknown	Entire instrument is not provided in the source listed	W.P. Dickson, Center For Individualized Schooling, U. of Wisconsin, Madison WI

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Instrument	Description: Focus	Gradps	# Levels	# Forms	# Items/ Tasks	Ad. Time	Format	Other	How well* manual provided info.	Help with* interp.	Technical adequacy: Reliability	Technical adequacy: Validity	Comments	Available from
Personal Report of Communication Apprehension (1986)	Communication Anxiety	9-13+	1	1	24 items	?	Questionnaire-Group		** N/A	** N/A	Unknown	Unknown		J.C. McCroskey, An Introduction to Rhetorical Communication, Englewood Cliffs, NJ: Prentice Hall, 1986
Profile of Nonverbal Sensitivity (1979)	Nonverbal Communication	3-13+	1	1	220 items	45 min	Multiple-choice Group	Items administered on videotape	*** Unknown	*** Unknown	Fair-Excellent	Good-Excellent		Irvington Publishers 551 Fifth Ave., New York, NY 10017 (212)777-4100
Report of Misunderstanding During Communication, (1979)	Interactive Speaking-Listening; Communication Competence	PreK	1	1	1 task	?	Performance-Individual	One play situation is videotaped	** N/A	** N/A	Unknown	Unknown	This instrument would take a great deal of training to use properly	L.C. Lee & S. Speiker, PTS Tests in Microfiche #009902, PTS Test Collection, Princeton, NJ 08541
Test of Adolescent Language-2 (1987)	Listening and Speaking; Linguistic Competence	7-12	1	1	240 items	1-3 hours	Multiple-choice short verbal answers-Individual or Group	2 of the 8 subtests must be given individually	Good-Excellent	Excellent	Good Excellent	N/A+		PRO-ED, 8700 Shoal Creek Blvd., Austin, TX, 78758 (512)451-3246
Test of Early Language Development (1981)	Listening and Speaking; Linguistic Competence	PreK-1	1	1	38 items	15 min	Multiple-choice Short verbal answers-Individual	Not all students take all items	Good	Good	Good	N/A+		PRO-ED, 8700 Shoal Creek Blvd., Austin, TX, 78758 (512)451-3246
Test of Implied Meanings (n.d.)	Listening Comprehension; Communication Competence	7-13+	1	1	40 items	15 min	Multiple-choice-Group	Students comprehend meaning through how a statement is read.	** N/A	** N/A	Unknown	Unknown	A cassette tape recorder is necessary	Ed Ragsmuss, 671 Starkweb Dr., Eugene, OR 97405
Test of Language Development-2 (1988)	Listening and Speaking; Linguistic Competence	PreK-7	2	1	190 items	30 min - 1 hour	Multiple-choice & short verbal answers-Individual	Not all students take all items	Good	Excellent	Good-Excellent	N/A+		PRO-ED, 8700 Shoal Creek Blvd., Austin TX, 78758 (512)451-3246
Test of Pragmatic Skills (1986)	?	PreK-3	1	1	4 tasks	?	Performance-Individual	The 4 tasks are guided play in which the rater participates	?	?	?	?	Test was not obtained in time for pub. info. is from publ. catalogs	United Educational Services, Inc., PO Box 605, East Aurora, NY 14052 (800)458-7900
Two Referential Communication Tasks (1979)	Referential Comunication; Communication Competence	9-11+	1	1	Varies	Varies	Performance dyads, Multiple-choice-group	Number of trials varies, depending on # of students	** N/A	** N/A	Unknown	Unknown		W.P. Dickson et al., Center for Individualized Schooling, Univ. of Wisc., Madison, WI

* Only rated for commercially available instruments.

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Utah Test of Language Development-3 (1989)	Listening and Speaking; Linguistic Competence	PreK-4	1	1	100 items	15-30 min.	Multiple-choice and short verbal answers-Individual	Not all students take all items	Good	Good	Good	N/A+		PRO-ED, 8700 Shoal Creek Blvd., Austin, TX, 78758 (512)451-3246
Watson-Barber High School Listening Test (1989)	Listening Comprehension; Linguistic and Communication Competence	7-12	1	2	50 items	35 min.	Multiple-choice-Group	Test ed in its entirety on audio- or video-tape	Fair	Fair	Poor	Fair		Spectra, Inc., Box 1708 Auburn, Alabama 36831-1708
Willingness To Communicate Scale (1987)	Willingness to Communicate	9-13+	1	1	20 items	?	Questionnaire-Group		** N/A	** N/A	Fair-Good	Fair		McCroskey & Richmond Willingness to communicate. In McCroskey & Daly (Eds.), Personality and Interpersonal Communication, Beverly Hills, CA: Sage, 1987.

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ANTHOLOGIES*

	DESCRIPTION					TECHNICAL INFORMATION			
	FOCUS	GRADES	FORMAT	CONTENT	OTHER	RELIABILITY	VALIDITY	COMMENTS	AVAILABLE FROM
Assessing Children's Speaking, Listening and Writing Skills (1983)	Group Discussion; Communication Competence	5-12	Performance, Self-rating	1 rating form covering group discussion	Provides cautions when doing classroom assessment	Unknown	Unknown	No sample topics for group discussions, no anchor performances to assist rating	L. Reed, ERIC PD 233 380
Evaluating Classroom Speaking (1981)	Extended Monologues; Linguistic and communication competence	5-12	Performance, Teacher and Self-evaluation	10 rating forms covering various types & aspects of extended monologues	Describes in detail how to do a classroom speaking assessment	Unknown	Unknown	No sample topics for speeches, no anchor speeches to assist rating	D G Beck & P.H. Beck Evaluating Classroom Speaking, Speech Communication Assoc Annandale, VA Also ERIC PD 214 213
Listening Comprehension, Grades 1-3 (1976)	Listening Comprehension; Linguistic and Communication Competence	1-3	Multiple-choice, Checklists, Short response	7 interviews covering directions, sequence, main idea, sensory images, inferences, using context	Includes an accompanying booklet of games and activities to build skills	Unknown	Unknown		Educator's Publishing Service, 75 Moulton St Cambridge, MA 02138
Listening: It's Impact At All Levels... (1979)	Listening Problems Group Discussion; Communication Competence	1-12	Performance, Self-report Teacher Checklists	3 instruments covering listening problems & group discussions		Unknown	Unknown	No sample topics for group discussions, no anchor performances to assist rating	S.W. Lundsteen, NCTE, 1111 Kenyon Rd., Urbana, IL 61801 Also ERIC ED 169 537
Listening Skills Sciortinode (1982)	Listening; Communication Competence	5-12	Teacher Checklists	4 instruments covering listening skills & behaviors	Lots of instructional ideas are included	Unknown	Unknown		T.G. Devine, NCTE, 1111 Kenyon Rd Urbana, IL 61801 ERIC PD 219 789
Speaking Skills Report 3 (1988)	Extended Monologues Group Discussion Interactive Speaking/Listening; Communication Competence	5-12	Teacher Checklist, Self-evaluation, Peer-evaluation	5 instruments covering group discussions, extended monologues, conversation skills		Unknown	Unknown		V. Spandel, Oregon State Dept of Ed., 700 Pringle Parkway SE, Salem, OR. Also ERIC ED 298 518

* These are articles, and other sources providing informal assessment tools for classroom use. There is typically no technical information. However, they are usually associated with many instructional ideas.

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ACHIEVEMENT TESTS

INSTRUMENT	DESCRIPTION: FOCUS	GRADES	# LEVELS	# FORMS	# ITEMS/ TASKS	AD. TIME	FORMAT	OTHER	HOW WELL* MANUAL PROVIDED INFO.	HELP WITH* INTERP.	TECHNICAL ADEQUACY: RELIABILITY	VALIDITY	COMMENTS	AVAILABLE FROM:
California Achievement Test (1985)	Listening Comprehension; Linguistic and Communication Competence	K	1	2	52 items	90 min	Multiple-Choice-Group	A supplemental listening test is the Listening Test (see below)	Fair Good	Fair-Good	Unknown	** N/A	Technical info. was not provided with the samples we received	CTB/McGraw-Hill, 2500 Garden Rd., Monterey, CA 93940, 800-538-9547
CIRCUS (1976)	Listening Comprehension, Linguistic Competence	Pre-K-3	4	1	25-40 items	30-40 min	Multiple-Choice & Short verbal Answer-Individual and Group	Level A has 3 extra subtests-What Words Mean, How Words Work, & Nouns	Fair-Good	Fair Good	Fair-Good	Fair	Norms have not been updated since 1977.	CTB/McGraw-Hill, 2500 Garden Rd., Monterey, CA 93940, 800-538-9547
Comprehensive Test of Basic Skills (1989)	Listening Comprehension, Linguistic and Communication Competence	K-2	3	2	48-66 items	38-55 min	Multiple-Choice-Group	A supplemental listening test is the Listening Test (see below)	Fair-Good	Fair-Good	Fair-Good	** N/A		CTB/McGraw-Hill, 2500 Garden Rd Monterey, CA 93940, 800-538-9547
Comprehensive Testing Program (1982)	Listening Comprehension, Linguistic and Communication Competence	1-3	2	1	40 items	40-60 min	Multiple-Choice-Group		Fair-Good	Fair-Good	Fair	Poor-Fair	Tests are only available to members Norms are old (1973)	Educational Records Bureau, Bardwell Hall 37 Cameron St., Wellesley, MA 02181, (617)235-0320
Diagnostic Achievement Battery (1984)	Listening Comprehension, Linguistic and Communication Competence	1-9	2	1	122 items	?	Short verbal answers; Individual		Fair-Good	Fair-Good	Poor-Good	Fair		PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78758
Iowa Test of Basic Skills (1990)	Listening Comprehension; Linguistic and Communication Competence	K-3	4	2	31-32 items	?	Multiple-Choice-Group	A Supplemental test is available (see below)	Fair-Good	Fair-Good	Fair	Fair		Riverside Publ. Co. 8420 Bryn Mawr Ave. Chicago, IL 60631, 800-323-9540
Iowa Test of Basic Skills-Listening Supplement (1990)	Listening Comprehension; Linguistic and Communication Competence	3-8	6	1	95 items	?	Multiple Choice Group		Fair-Good	Fair-Good	Fair-Good	Fair		Riverside Publ. Co. 8420 Bryn Mawr Ave. Chicago, IL 60631, 800-323-9540
Language Diagnostics Test (1988)	Listening Comprehension; Linguistic Competence	1-9	4	1	192 items	?	Multiple-Choice-Group		Fair-Good	Fair-Good	Poor-Fair	Fair		Psychological Corp., 555 Academic Court San Antonio, TX 78204 800-228-0752

* Only the listening subtests are reviewed. Although most of the tests have good norms and have been developed using standard procedures, they are generally not explicit in terms of the theoretical perspective of the listening test and they generally do not provide explicit validity information. Also, although the tests are usually very complete in terms of assistance with interpretation and use (forms, proper cautions), these are not specific to listening. Also, without an explicit theoretical base, it is difficult to interpret and use the results.

** Test was intended to measure prereading not listening, so validity is not rated.

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	DESCRIPTION								MANUAL		TECHNICAL ADEQUACY			
INSTRUMENT	FOCUS	GRADES	# LEVELS	# FORMS	#ITEMS/ TASKS	AD. TIME	FORMAT	OTHER	PROVIDED INFO.	HELP WITH* INTERP.	RELIABILITY	VALIDITY	COMMENTS	AVAILABLE FROM
Listening Test (1985)	Listening Comprehension; Communication Competence	3-12	6	1	18-20 items	30-40 min.	Multiple-Choice-Group		Fair-Good	Fair-Good	Unknown	Unknown	Technical info was not provided with the samples we reviewed	CTB/McGraw-Hill 2500 Garden Rd Monterey, CA 93940 800 538-9547
Metropolitan Achievement Test 6 (1987)	Listening Comprehension; Linguistic Competence	K-3	4	2	10-24 items	18-25 min.	Multiple-Choice-Group	3 of the 4 levels have fewer than 10 listening comp questions	Fair-Good	Fair-Good	Unknown	Unknown	Technical info was not provided with the samples we reviewed	Psychological Corp 555 Academic Court San Antonio, TX 78204 800 228-0752
Metropolitan Readiness Test (1986)	Listening Comprehension; Linguistic and Communication Competence	K-1	2	1	18-27 items	15-30 min.	Multiple-Choice-Group		Fair-Good	Fair-Good	Fair-Good	Fair	There is a supplemental teacher checklist having 14 items	Psychological Corp 555 Academic Court San Antonio, TX 78204 800 228-0752
National Achievement Test (1989)	Listening Comprehension; Linguistic and Communication Competence	K-1	3	2	55-71 items	40-50 min.	Multiple-Choice-Group		Fair-Good	Fair-Good	Unknown	Unknown	Technical info was not provided with the samples we reviewed	American Testronics P O Box 2270, Iowa City, IA 52244, 800-553-0930
National Test of Basic Skills (1985)	Listening Comprehension; Linguistic Competence	PreK-1	3	2	10-60 items	30-35 min.	Multiple-Choice-Group		Fair-Good	Fair-Good	Fair-Good	Fair		American Testronics P O Box 2270, Iowa City, IA 52244, 800-553-0930
Stanford Achievement Test (1989)	Listening Comprehension; Linguistic and Communication Competence	1-9	8	2	45 items	30 min.	Multiple Choice-Group		Fair-Good	Fair-Good	Unknown	Unknown	Technical info was not provided with the samples we reviewed	Psychological Corp 555 Academic Court San Antonio, TX 78204, 800-228-0752
Stanford Early School Achievement Test (1988)	Listening Comprehension; Linguistic and Communication Competence	K-1	2	1	45 items	30 min.	Multiple-Choice-Group		Fair-Good	Fair-Good	Unknown	Unknown	Technical info was not provided with the samples we reviewed	Psychological Corp 555 Academic Court San Antonio, TX 78204, 800-228-0752
Survey of Basic Skills (1985)	Listening Comprehension; Communication Competence	K-1	2	2	22-23 items	20 min.	Multiple-Choice-Group		Fair-Good	Fair-Good	Fair	Poor-Fair		SRA, 155 N. Wacker Dr. Chicago, IL 60606
Tests of Achievement and Proficiency-Listening supplement (1987)	Listening Comprehension; Linguistic and Communication Competence	9-12	4	1	50 items	40 min.	Multiple-Choice Group		Fair-Good	Fair-Good	Good	Fair		Riverside Publ. Co. 8420 Bryn Mawr Ave Chicago, IL 60631, 800-323-9540

* Only the listening subtests are reviewed. Although most of the tests have good norms and have been developed using standard procedures, they are generally not explicit in terms of the theoretical perspective of the listening test and they generally do not provide explicit validity information. Also, although the tests are usually very complete in terms of assistance with interpretation and use (norms, percentile equivalents), these are not specific to listening. Also, without an explicit theoretical base, it is difficult to interpret and use the results.

** Test was intended to measure prereading not listening, so validity is not rated.

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EDUCATIONAL AGENCIES*

AGENCY	DESCRIPTION					TECHNICAL INFORMATION		COMMENTS	AVAILABLE FROM
	FOCUS	GRADES	FORMAT	CONTENT	OTHER	RELIABILITY	VALIDITY		
British Columbia Ministry of Education	Informal Classroom Assessment	K-12	Ratings, checklists, interviews, self-evaluation, record reviews	A number of instruments covering affect, listening comprehension, extended monologues, linguistic competence and interactive communication	Content assists classroom teachers to plan and monitor oral language instruction. Some instruments would require training to use.	Unknown	Unknown	Title: Enhancing and Evaluating Oral Communication in the Primary, Intermediate and Secondary Grades, 1988	British Columbia Ministry of Ed., Victoria, B.C. Canada
Calgary School District	Formal District Assessment	2,4,6	Checklist, self-evaluation	2 instruments covering listening behaviors and skills		Unknown	Unknown	Title: Listening Profile & Listening Awareness Assessment Questionnaires	Calgary School Dist. Calgary, Alberta, Canada. Also, J. of Intercultural Listening Assoc., 2, 33-52, 1988.
Glynn County, Georgia	Formal Local Assessment	9-12	Multiple-choice, short verbal responses, performance.	2 performance tasks covering speaking & listening - job interview and public hearing	Additional assistance with scoring would be required.	Fair-Good	Good	Title: Oral Communication Assessment Program, (1981)	Glynn Co. School System, Brunswick, GA 31521. Also D. Rubin, U. of Georgia, Athens
Hawaii State Dept. of Ed.	Formal State Assessment	3,6, 8,10	Teacher rating	1 rating form for each grade covering a variety of speaking skills.		Unknown	Unknown	Titles: Competency-Based Measures for Grade 3 Performance Expectations (1987); Grade 10 CBM Technical Report (1988)	S. Chin-Chance, Hawaii State Dept. of Ed., 3430 Leahi Ave. Bldg. E., Honolulu, HI 96815
Illinois State Dept. of Ed.	Informal Classroom Assessment	3,6,8, 11	Checklists, rankings, ratings, multiple-choice	Several instruments covering speaking & listening-job interview, classroom conversation, extended monologues, & dramatic interpretation	This is mostly a curriculum guide with ideas for assessment included	Unknown	Unknown	Titles: Speaking and Listening Activities in Illinois Schools, 1986, Write On Illinois, 1987	Illinois State Dept. of Ed., 100 N. First St. Springfield, IL. 62777
Iowa State Dept. of Ed.	Informal Classroom Assessment	1-12	Structured log	Instrument to be adapted to any communication skill/task.	Content of handbooks mainly to assist teachers to design instruction	Unknown	Unknown	Titles: A Guide to Developing Communication Across the Curriculum, 1989; A Guide to Curriculum Development in the Language Arts, 1986	Iowa Dept. of Ed. Grimes State Office Bldg., Des Moines, Iowa 50319

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AGENCY	DESCRIPTION					TECHNICAL INFORMATION		COMMENTS	AVAILABLE FROM
	FOCUS	GRADES	FORMAT	CONTENT	OTHER	RELIABILITY	VALIDITY		
Ontario Ministry of Ed	Informal Classroom Assessment	7-10	Multiple-choice, checklists, short answers, self-and peer-evaluations, performance	Several instruments covering group discussions, extended monologues, listening comprehension, and use of mechanics.		Unknown	Unknown	Title: The Ontario Assessment Instrument Pool English II Intermediate Diploma, 1986	Ontario Ministry of Education, Publication Centre, 880 Bay St 5th floor, Toronto, Ontario, Canada M7A 1N8
Oregon Dept of Ed	Informal Classroom Assessment	K-12	Performance, multiple-choice, self- and peer-evaluations, checklists, short written responses	Over 30 instruments that cover extended monologues, group discussions, & listening comprehension	Includes a lengthy procedure for assessing the process of putting together an oral presentation	Unknown	Unknown	Titles: Integrated Assessment Model, 1988; Assessing Progress on the Common Curriculum Goals-Speaking and Listening, 1988; Procedures for Assessing Listening Skills, 1984	Oregon State Dept of Education, 700 Pringle Parkway, SE, Salem, OR 97310-0290
Pennsylvania Dept of Ed	Informal Classroom Assessment	1-12	Performance, attitude survey	3 instruments covering extended monologues, classroom activities and student attitudes.		Unknown	Unknown	Title: Speech in the Classroom: Assessment Instruments, 1980	Pennsylvania Dept of Ed., PO Box 911, Harrisburg, PA 17126
Saskatchewan Provincial Dept of Ed	Informal Classroom Assessment	3 others?			The guides are not yet completed but will include both instructional and assessment ideas	N/A	N/A	Title: Saskatchewan English Language Arts Curriculum, 1989	Saskatchewan Ed., 2220 College Ave., Regina, Canada S4P 3V7

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AGENCY	DESCRIPTION					TECHNICAL INFORMATION		COMMENTS	AVAILABLE FROM
	FOCUS	GRADES	FORMAT	CONTENT	OTHER	RELIABILITY	VALIDITY		
Massachusetts Dept. of Ed	Formal State Assessment	8 others?	Performance, Multiple-choice	2 instruments - 4 extended monologues scored analytically & a multiple-choice listening test.	The report cited is not explicit enough to reproduce their training or the assessment.	Fair	Fair	Titles: State Speaking Assessment Instrument Technical Reports (1982, 1983); Massachusetts Test of Basic Skills, Listening (n.d.)	Massachusetts Dept of Ed., Quincey Center Plaza, 1385 Hancock St. Quincey, MA 02169
Michigan Dept. of Ed.	Formal State Assessment	4,7,10	Multiple-choice	1 instrument covering critical listening using a variety of stimulus materials.		Unknown	Unknown	Title: Technical Report for the Objectives Referenced Test for Critical Listening, 1980	Michigan Dept. of Ed., P.O. Box 420, Lansing, MI 48902
New Hampshire Dept. of Ed	Formal State Assessment	5-12	Multiple-choice, short answer	2 levels covering listening comprehension using listening passages from real life.		Unknown	Unknown	Title: Language Skills Assessment: Manual and Scrips, 1980	New Hampshire Dept of Ed., Div. of Instruc., 64 N. Main St. Concord, NH 03301 Also in ERIC ED 236-657
New York Dept. of Ed	Informal Classroom Assessment	K-12	Ratings, checklists, self- & peer evaluations	General Communication		Unknown	Unknown	Titles: New York State English Language Arts Syllabus K-12, 1988.	New York State Ed. Dept., The Univ. of the State of NY, Albany, NY 12234
	Formal State Assessment	12	Multiple-choice	Listening comprehension	Part of a larger battery, that includes reading, writing, spelling and vocabulary	Unknown	Unknown	New York State Regents Comprehensive Exam in English, 1989.	
New Zealand Council for Ed. Research	Formal Large Scale Assessment	3-12	Multiple-choice	Several levels covering listening comprehension using listening passages from real-life.	Part of longer battery that includes math and reading.	Fair-Good	Fair	Title: Progressive Achievement Tests, 1971. To be revised in 1993.	New Zealand Council for Ed. Research, P.O. Box 3237, Wellington, New Zealand (04)847-939
North Carolina Dept. of Ed	Informal Classroom Assessment	1-2	Checklists	Several instruments covering speaking, oral language, listening and attitudes		Unknown	Unknown	Title: Communication Skills, Grades 1 and 2 Assessment, 1989	North Carolina Dept. of Public Instruction, Raleigh, NC (919)733-3703
Ohio Dept. of Ed.	Informal Classroom Assessment	K-12	No sample instruments are provided.		Handbooks cover recent research and sound instructional practices.	N/A	N/A	Title: Ohio English Language Arts Curr., 1985; Integrating Language Arts, 1985.	Ohio State Dept. of Ed., Div. of El. & Sec. Ed., 655 Front St. Room 1005, Columbus, Ohio, 43266-0308

* Only speaking and listening materials are described.

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CRITERIA FOR DESCRIBING, SELECTING AND REVIEWING ASSESSMENT TOOLS IN SPEAKING AND LISTENING -- SUMMARY

Criterion 1: Content

We will describe:

1. The **purposes/uses** the author planned for the instrument.
2. **General information** about the instrument such as the grade levels intended for use, number of levels, forms and items, test length, and administration requirements (training, equipment, etc.).
3. The **task** presented to the student, including the purpose, setting and audience for the communication, as well as the specific content presented to students and the skills the assessment is trying to cover. With respect to skills, we will indicate both the extent to which the assessment tool emphasizes linguistic versus communication competence and the specific skills covered.
4. The **responses** by which the student demonstrates his or her level of skill.
5. Who **scores** the responses or performances and the criteria by which they are scored.

The rating in this area will depend on how well materials accompanying the instrument provide the information necessary for users to match the instrument to their needs.

Excellent	The developer includes information on purposes, the population recommended for use, and limitations of the instrument for the use suggested; describes how the instrument could be used with atypical populations; defines measurement terms and uses language appropriate for the user; lists specialized skills needed to administer the instrument; describes the test development process; provides information on reliability and validity; and provides samples of questions, directions, answer sheets, manuals and score reports (Joint Committee On Testing Practices, 1988).
Good	Much of the information above is provided.
Fair	Some of the information above is provided.
Poor	Little of the information above is provided.

Criterion 2: Reliability

We will use the following criteria for judging the general adequacy of the reliability of instruments:

Excellent	Reliability of total test score .95 or above; reliabilities of subtest scores .90 or above.
Good	Reliability of total test score .85-.94; reliabilities of subtest scores .80 and above.
Fair	Reliability of total test score .75-.84; reliabilities of subtest scores .65 and above.
Poor	Reliability of total test score .74 or below; reliabilities of some subtest scores below .64.
Unknow.	No information is provided.

Criterion 3: Validity

In the reviews of instruments, we describe the types of validity considerations and studies carried out by the author(s). This includes discussions of content, criterion and construct validity. Because they relate most directly to speaking and listening, we will pay particular attention to the validity issues discussed in the previous chapter: extent of sampling from contexts, artificial v. naturalistic tasks, assessing skills in isolation or in concert, tasks that require extraneous skills, sources of bias, degree of realism in the task and response, extraneous skills required for responding, correspondence between the task and scoring criteria, rater effects, and ecological validity.

For purposes of this Guide, ratings in the area of validity will be:

Excellent	There are many lines of evidence presented that the instrument measures what is claimed and can be used for the purposes proposed.
Good	Several lines of evidence are presented and these provide convincing evidence.
Fair	At least one study was completed and this provides convincing evidence.
Poor	Evidence that is provided is not convincing.
Unknown	No evidence is provided.

Criterion 4: Help With Interpretation and Use

Ratings in the area are:

Excellent	There are norms that are based on a large, representative sample of an appropriate reference group of students or there are other useful standards for comparison (e.g., performance of various groups or judgments of mastery); there is help in how to use the results in instruction; there is a discussion of the possible uses and misuses of results; there are good score reports and they serve the intended use.
Good	There are appropriate norms and/or other standards of comparison. There is discussion in at least one other area mentioned above.
Fair	There is good assistance in at least one of the areas mentioned above.
Poor	The assistance that is provided is judged seriously lacking.
Unknown	No information is provided.